

# Literacy in the Intermediate Years



In a world rich with language and literacy, each word matters. Words give us a way to communicate - to think, talk, read, and write - and to activate and enjoy a literate life.

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## Forward

School District 20 (Kootenay-Columbia), in collaboration with Kindergarten and Primary Connection Leads, created an Early Success Literacy Tool to understand how primary students are developing as literacy learners. We recognize the value in having a tool that encompasses the whole primary experience. In collaboration with the Intermediate Connections Leads, we have also created an Intermediate Literacy Success Tool and invite all intermediate teachers to use it as a guide to inform practice and document student growth.

As you use this tool throughout the year, a story of each child's learning will unfold, allowing you to:

- provide a picture of individual student learning.
- effectively communicate with parents and school staff.
- create a profile of each student's strengths and stretches.
- identify learners needing intervention support.
- inform and guide instruction
- provide evidence of student learning to the School and the District.

This document builds upon the pedagogically sound framework of the SD20 Early Literacy Document (K-3) and references Fountas and Pinnell, Faye Brownlie, Adrienne Gear, Jennifer Serravallo, and Miriam Trehearne.

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## Introduction

### Phonemic Awareness

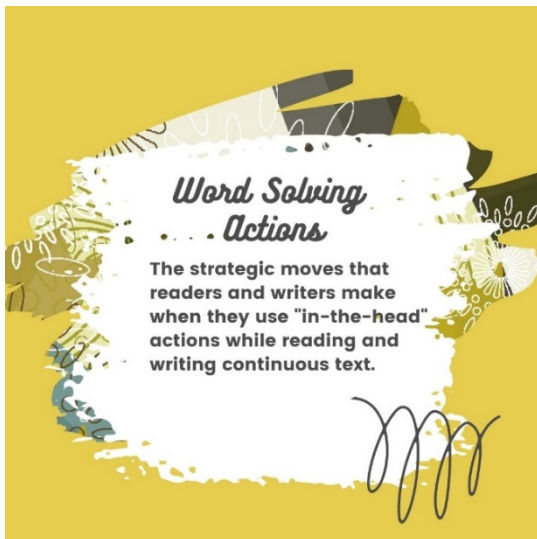
The SD 20 Intermediate Success Screen for **4-9** focusses on the following essential Elements of an Effective Literacy Program: **Phonemic & Phonological Awareness: Transitioning**

During the primary years, children are making sense of, mastering, and beginning to apply phonemic and phonological awareness to reading and writing. To understand where students are coming from, the terms are outlined below.

**Phonemic awareness:** is the understanding that spoken words consist of a sequence of speech sounds and an awareness of the individual sounds or phonemes. Phonemic awareness is the ability to segment words into sounds, blend them back together and manipulate the sounds to make new words (Mort, 2016).

**Phonological awareness** is a broader skill of being able to hear, recognize and play with the sounds in our oral languages. It is a hearing/listening skill that involves the ability to work with the sounds of language at the [word](#), [syllable](#), [onset-rime](#), and [phoneme level](#). It includes, rhyming, alliteration, sentence, and syllable blending and segmenting (Mort, 2016).

**Phonics:** is the ability to apply letter-sound knowledge when translating print into speech. Phonics provides readers with a tool to unlock or decode the pronunciation of written words.



It is important to monitor the application of phonemic awareness skills throughout the intermediate years to ensure students are using their skills to persevere when attempting more difficult words. It is essential for students to understand that words are made up of individual sounds, and they can blend, segment, and manipulate those sounds.

**Priority students** who are having difficulty with reading often have lower levels of phonological awareness and phonemic awareness. The good news is this can be addressed by using the screen below to find out where the gaps are and then provide learning opportunities that build on the skills they already may have.

#### Clues that a student may have problems with phonological or phonemic awareness:

- Unable to correctly complete blending activities; for example, put together sounds /s/ /i/ /ck/ to make the word sick.
- Unable to correctly complete phoneme substitution activities; for example, change the /l/ in late to /cr/ to make crate.
- Has difficulty telling how many syllables there are in the word letter.

Has difficulty with rhyming, syllabication, and/or spelling a new word by its sound.

## How can we help?

- Learn all about phonemes (there are more than 40 speech sounds that may not be obvious to fluent readers and speakers).
- Identify the precise phoneme awareness task on which you wish to focus and select developmentally appropriate activities for engaging children in the task. Activities should be fun and exciting – play with sounds, don't drill them.
- Make sure your reading program and other materials include systematic instruction in phonics.
- Consider teaching phonological and phonemic skills in small groups since students will likely be at different levels of expertise. Remember that some students may need more reinforcement or instruction if they are past the grades at which phonics is addressed by a reading program.

Where do we go from here? [Click here](#) to access the Intermediate Literacy Screen

Once a child can apply phonemic and phonological awareness skills to reading and writing, we can turn our attention to morphology. Morphological awareness is a strong predictor of reading success for children ages 10 and older. There is a shift that occurs during a child's reading journey where they move away from sounding out unfamiliar words to looking for their most meaningful parts.

**Morphology** in language is the study of the internal construction of words.

Languages vary widely in the degree to which words can be analyzed into word elements, or **morphemes**.

**Morphemes** are the smallest meaning bearing units of language. The ability to manipulate morphemes are associated with word reading and spelling, reading comprehension and vocabulary building.

### Word Family Map

un	help	ful	ness
		s	ing
		ed	
		er	s



## Word Study

More than 60 percent of all English words have Greek or Latin roots; in the vocabulary of the sciences and technology, the figure rises to more than 90 percent.

Tamara Green  
The Greek and Latin Roots of English



We have created grade- by-grade Phonics, Spelling & Word Study Guides, based on the work of Fountas and Pinnell (Continuum of Literacy Learning, 2011). We invite you to use them as a guide for your Balanced Literacy Program. These guides can be found by clicking

It is important children can increasingly articulate their understanding of words.

According to Linnea Ehri (1999), a professor of Educational Psychology, children move through four phases of learning to read words starting in the preschool years. The four phases are:

1. **Pre-alphabetic phase:** students read words by memorizing their visual features or guessing words from their context.
2. **Partial-alphabetic phase:** students recognize some letters of the alphabet and can use them together with context to remember words by sight.
3. **Full-alphabetic phase:** readers possess extensive working knowledge of the graphophonemic system, and they can use this knowledge to analyze fully the connections between graphemes (a letter or number of letters that represent a sound) and phonemes (distinct unit of sound that distinguishes one word from another) in words. They can decode unfamiliar words and store fully analyzed sight words in memory.
4. **Consolidated-alphabetic phase:** students consolidate their knowledge of grapheme-phoneme blends into larger units that recur in different words.

As intermediate students continue to become proficient readers & writers it is important to continue helping them understand how the English Language works, through explicit instruction and critical thinking.

Teaching word study assists students in becoming better readers and writers of many literacies, i.e.: science and social studies.

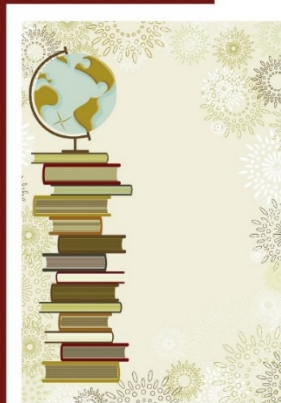
Words should be discovered and discussed because of the learning (article, book, movie, science experiment, poem, etc.) happening in the classroom, not provided as an isolated "list."

When selecting words to focus on, ask yourself the following questions in relation to the selected text:

- Which words will need to be defined?
- What words can be analyzed (morphology)?
- How does the word relate to other words?
- What words are needed for comprehension?
- Is it a word children will find in other texts?

(Beck, McKeown, & Kucan, 2013)

## Oral Language Development



BY GIVING STUDENTS PRACTICE TALKING WITH OTHERS, WE GIVE THEM FRAMES FOR THEIR OWN THINKING.  
LEO VYGOTSKY

The ability to understand and express oral language is the foundation to all facets of literacy learning in school. Children use their knowledge of language to read and write. We can only access the meanings of written words if we already know what they mean in our oral vocabularies.

“To develop deep understanding of words, vocabulary instruction should allow students to examine how words are using class texts, make connections between new vocabulary words and other known words, relate words to their own experiences, and generate and answer questions that include the word. The use of multimedia such as visuals and sounds help students to interact with and make sense of the words they are learning.” (Silverman & Hynes, 2009)

### Oral Language Intermediate Checklist:

Receptive Skills	<ul style="list-style-type: none"> <li>• Understands vocabulary specific to subject and situation</li> <li>• Focuses on the speaker and identifies the speaker’s purpose</li> <li>• Follows oral directions</li> <li>• Listens with attention and understanding</li> <li>• Understand and think critically about information presented in media</li> </ul>
Expressive Skills	<ul style="list-style-type: none"> <li>• Expresses opinions</li> <li>• Speaks fluently with expression</li> <li>• Asks questions to clarify</li> <li>• Stays on topic</li> <li>• Works to use tone and gesture in a meaningful way</li> </ul>
Social Skills	<ul style="list-style-type: none"> <li>• is an active participant in classroom conversations</li> <li>• Understands and uses appropriate social conventions for conversations when listening and speaking</li> <li>• Understands the role of non-verbal language (i.e.: nodding, facial gestures)</li> <li>• Takes turns and uses conversational techniques to encourage others to talk</li> </ul>



# What is Intermediate Literacy?

## TEACHER

### Modeled Reading

- read aloud
- think aloud strategies
- mentor/anchor texts
- share text beyond child's ability
- provide exposure to different genres

### Modeled Writing

- demonstrate proficient writing
- mentor/anchor texts
- model variety of writing styles, forms, functions and genres

## TOGETHER WE

### Interactive Reading

- model & learn reading strategies
- extend understanding of reading process
- share reading
- build confidence and have child increase reading ability

### Interactive Writing

- model & learn writing strategies
- extend understanding of writing process
- share writing pen
- build confidence and have child increase reading ability
- story workshop

### Strategy Groups/ Guided Reading

- practice and reinforce skills at reading level
- read and understand new text
- exchange ideas and perspectives
- increase language/reading strategies
- build reading independence

### Strategy Groups/ Guided Writing

- practice and reinforce writing skills
- apply writing skills and understand writing
- increase language/writing strategies
- build writing independence

### Reading Word Study

- build new vocabulary
- apply phonological and phonemic awareness
- develop morphemic awareness

### Writing Word Study

- write with correct grammar & punctuation
- apply phonological, phonemic & morphemic awareness to write and manipulate words

## YOU DO

### Independent Reading

- child chooses text to explore
- child reads just right text to practice at his/her level
- builds stamina to interact with text
- develops love for reading

### Independent Writing

- child chooses topic
- child practices at his/her level
- builds stamina to write
- develops love for writing



# Systems of Strategic Actions

## Fountas & Pinnell: Thinking Within, About, & Beyond the Text



## Reading 4-9

A critical part of supporting reading skills, is to improve children’s language and communication skills within a language-rich environment.

Reading involves:

- messages expressed in language
- knowing about the conventions used to print language – directional rules, space formats, punctuation...
- visual patterns – groups of words, word parts, clusters of letters and single letters
- listening to language and hearing clear breaks between words

At the core of reading is the ability to identify individual words quickly and accurately, and then make sense of what has been read. All learners typically follow a continuum of development on the road to reading success:

**Stage 1: decoding** – children are learning the alphabet, blending letter sounds into words; they pay focused attention to print

**Stage 2: fluency** – children are able to read familiar text, with increasing pace and with appropriate phrasing

**Stage 3: reading with comprehension** – children are now able to concentrate on comprehending new information as they read; basic print-processing skills are mastered

**Stage 4: analytic reading** – children are able to read more critically; they are able to consider text information from a variety of sources

In the intermediate years, it is crucial to continue knowing who our students are as readers. *Within a class, you will likely have a group of students who will continue needing guided reading instruction several times per week (especially in grade 4 and 5). You will also have a group*

*of students who only need a guided reading lesson a couple times a week, and you will have students who do not require your attention very often. This is okay!* While providing guided reading lessons to those students who need them, those who are more independent can be engaged in literature circles, literacy stations, or independent book studies.

Research suggests the importance of having a baseline for all learners to guide literacy instruction. It is recommended schools analyze the reading assessment information collected in the spring of the previous year and complete a whole class Fall assessment using Faye Brownlie’s Standard Reading Assessment, RAD or other classroom-based whole group reading assessment. A Fountas & Pinnell assessment could be completed for new students and students who were emerging in the Spring of the previous school year. The information gathered from classroom-based whole group reading assessments is aimed at helping teachers and schools plan reading instruction to meet the needs of each student. Based on the evidence gathered from reading assessments, we invite teachers to create mini lessons targeting reading skills that need further development, practice, and application. You can find Adrienne Gear and Jennifer Serravallo resources in all SD20 schools to support planning for instruction.

In the whole-class reading assessment, we gather information about who are students are as readers and this information informs our instruction. We can ask ourselves these questions throughout the year:

**Fall**

- What can my students do?
- What is missing?
- What do I need to teach?

**Winter**

- Did my teaching make a difference?
- If it did, what is my next class goal? If not, what will I do differently?

**Spring**

- Did I achieve my goal?
- If not, what else can I do to improve towards this goal?
- If I did, what is my new goal?

"Assessment for Learning is a cyclical process."  
-Brownlie, Feniak, & Schnellert (2016)

# Grade 4

## Reading, Listening & Viewing

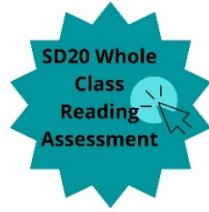
### Comprehend and connect (reading, listening, viewing)

- ◆ Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding
- ◆ Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text
- ◆ Consider different purposes, audiences, and perspectives in exploring texts
- ◆ Apply a variety of thinking skills to gain meaning from texts
- ◆ Identify how differences in context, perspectives, and voice influence meaning in texts
- ◆ Recognize the role of language in personal, social, and cultural identity
- ◆ Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- ◆ Respond to text in personal and creative ways
- ◆ Recognize how literary elements, techniques, and devices enhance meaning in texts
- ◆ Show an increasing understanding of the role of organization in meaning
- ◆ Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts
- ◆ Identify how story in First Peoples cultures connects people to land

### Reading Strategies:

using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences

Through a Balanced Literacy Program and a language-rich classroom environment, students continue their literacy journey. There will continue to be a diverse group of readers, in a grade 4 classroom. Guided reading must continue for those requiring direct reading instruction.



We invite teachers to use the [BC Reading Performance Standards](#) as a guide for monitoring progress as they reflect the full picture of a student.

We invite teachers to establish a baseline for reading progress using the Faye Brownlie inspired **Whole Class Reading Assessment**.

When needing a more detailed story of a student's reading progress, we invite teachers to complete a Fountas & Pinnell, Benchmark, or DRA Reading Assessment. A Benchmark, Fountas and Pinnell or DRA level, provides the teacher with a partial picture of each child as a reader. Reading levels help inform our guided reading groups and identify just right texts. **Levels are not intended to be communicated to parents or students.** [Click here](#) for more information on the use of levels.

The opportunity to practice reading with just right books is a crucial part of learning to read. See below for a reading guide for practicing with Just Right Books.

<b>Grade Four</b>	November	DRA	PM Benchmarks	Fountas & Pinnell
	Emerging	Below 30	Below 23	Below N
	Developing	30-34	23-24	N-O
	Proficient	35-40	25-26	P-Q
	Extending	40 and above	27 and above	R and above
<b>Just Right Books</b>	March	DRA	PM Benchmarks	Fountas & Pinnell
	Emerging	Below 34	Below 24	Below O
	Developing	34-38	24-25	O-P
	Proficient	40	26-27	Q-R
	Extending	50 and above	28 and above	S and above
<b>Guide</b>	June	DRA	PM Benchmarks	Fountas & Pinnell
	Emerging	Below 38	Below 25	Below P
	Developing	38-40	25-26	P-Q
	Proficient	40-50	27-28	R-S
	Extending	50 and above	29 and above	T and above

\*\* Keep in mind, this is just a guide and should not be used to determine reading proficiency when communicating student progress. \*\*

Reading for Information is a key component to teaching literacy across the curriculum:

[CLICK HERE](#)

### Types of Reading for Information Tasks:

In Grade 4, students are expected to perform tasks such as the following as they read, interpret, and analyze information.

- ◆ record and organize facts
- ◆ make simple notes, often using predetermined formats such as webs and charts
- ◆ create visual representations (e.g., posters, illustrations)
- ◆ participate in class and small-group discussions
- ◆ write or present simple reports based on information from one or two sources

## Grade 5

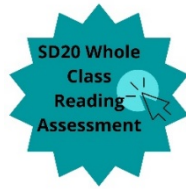
### Reading, Listening & Viewing

#### Comprehend and connect (reading, listening, viewing)

- ◆ Access information and ideas from a variety of sources and from prior knowledge to build understanding
- ◆ Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of texts
- ◆ Synthesize ideas from a variety of sources to build understanding
- ◆ Consider different purposes, audiences, and perspectives in exploring texts
- ◆ Apply a variety of thinking skills to gain meaning from texts
- ◆ Identify how differences in context, perspectives, and voice influence meaning in texts
- ◆ Explain the role of language in personal, social, and cultural identity
- ◆ Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- ◆ Respond to text in personal and creative ways
- ◆ Recognize how literary elements, techniques, and devices enhance meaning in texts
- ◆ Show an increasing understanding of the role of organization in meaning
- ◆ Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts
- ◆ Identify how story in First Peoples cultures connects people to land

### Reading Strategies:

using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences



Through a Balanced Literacy Program and a language-rich classroom environment, students continue their literacy journey. We invite teachers to complete a **whole class reading assessment** at the beginning of the year to establish a baseline of reading abilities within the class, and to use the [BC Reading Performance Standards](#) as a guide for monitoring progress.

The opportunity to practice reading with just right books is a crucial part of learning to read. See below for a reading guide for practicing with Just Right Books.

Grade

Five

--

Just

Right

Books

Guide

November	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 40	Below 26	Below Q
Developing	40	26 – 27	Q – R
Proficient	40 – 50	28 – 29	S – T
Extending	50 and above	30 and above	U and above

March	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 40	Below 27	Below R
Developing	40 – 50	27 – 28	R – S
Proficient	50	29 – 30	T – U
Extending	50	30 and above	V and above

June	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 50	Below 28	Below S
Developing	50	28 – 29	S – T
Proficient	50	30	U – V
Extending	50	30 and above	W and above

\*\* Keep in mind, this is just a guide and should not be used to determine reading proficiency when communicating student progress. \*\*

Reading for Information is a key component to teaching literacy across the curriculum:

CLICK HERE

#### **Types of Reading for Information Tasks:**

In Grade 5, students frequently perform tasks such as the following as they read, interpret, and analyze information:

- ◆ make notes in a variety of forms, including graphic organizers (e.g., Venn diagrams, webs, concept maps, charts)
- ◆ create visual representations (e.g., posters, illustrations, diagrams)
- ◆ participate in class and small-group discussions
- ◆ write or present reports based on information from several sources
- ◆ summarize information respond to written or oral questions
- ◆ explain why they agree or disagree with information or ideas presented
- ◆ compare information from two sources
- ◆ use information they have read in performance tasks where they make decisions, solve problems, create new products, dramatize situations



## Grade 6

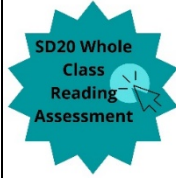
### Reading, Listening & Viewing

#### Comprehend and connect (reading, listening, viewing)

- ◆ Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- ◆ Apply appropriate strategies to comprehend written, oral, and visual **texts, guide inquiry, and extend thinking**
- ◆ Synthesize ideas from a variety of sources to build understanding
- ◆ Recognize and appreciate how **different features, forms, and genres of texts** reflect various purposes, audiences, and messages
- ◆ **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- ◆ Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives in texts**
- ◆ Recognize **how language constructs personal, social, and cultural identity**
- ◆ Construct meaningful personal connections between self, **text**, and world
- ◆ Respond to **text in personal, creative, and critical ways**
- ◆ Understand how **literary elements, techniques, and devices** enhance and shape meaning
- ◆ Recognize an increasing range of **text** structures and how they contribute to meaning
- ◆ Recognize and appreciate the role of **story, narrative, and oral tradition** in expressing First Peoples perspectives, values, beliefs, and points of view

#### Reading Strategies:

using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences



Through a Balanced Literacy Program and a language-rich classroom environment, students continue their literacy journey. We invite teachers to complete a **whole class reading assessment** at the beginning of the year to establish a baseline of reading abilities within the class, and use the **BC Reading Performance Standards** as a guide for monitoring progress.

The opportunity to practice reading with just right books is a crucial part of learning to read. See below for a reading guide for practicing with Just Right Books.

<b>Grade</b>  <b>Six</b>  <b>--</b>  <b>Just</b>  <b>Right</b>  <b>Books</b>  <b>Guide</b>	<b>November</b>	<b>DRA</b>	<b>PM Benchmarks</b>	<b>Fountas &amp; Pinnell</b>
	Emerging	Below 50	Below 30	Below T
	Developing	50	30	T-U
	Proficient	50	30	V-W
	Extending	50 and above	30	X and above
	<b>March</b>	<b>DRA</b>	<b>PM Benchmarks</b>	<b>Fountas &amp; Pinnell</b>
	Emerging	Below 50	Below 30	Below U
	Developing	50	30	U-V
	Proficient	50-60	30	W-X
	Extending	60 and above	30	Y and above
	<b>June</b>	<b>DRA</b>	<b>PM Benchmarks</b>	<b>Fountas &amp; Pinnell</b>
	Emerging	Below 50	Below 30	Below V
	Developing	50	30	V-W
Proficient	50-60	30	X-Y	
Extending	60 and above	30	Z and above	

\*\* Keep in mind, this is just a guide and should not be used to determine reading proficiency when communicating student progress. \*\*

Reading for Information is a key component to teaching literacy across the curriculum:



#### **Types of Reading for Information Tasks:**

In Grade 6, students are expected to perform tasks such as the following as they read, interpret, and analyze information.

- ◆ make notes in a variety of forms, including graphic organizers (e.g., Venn diagrams, concept maps, charts)
- ◆ create visual representations (e.g., posters, illustrations, diagrams)
- ◆ participate in class and small-group discussions and debates
- ◆ write or present reports based on information from several sources
- ◆ summarize and paraphrase selections ◆ respond to written or oral questions; explain why they agree or disagree with information or ideas presented
- ◆ create questions about material they have read (e.g., reciprocal questioning; create a quiz for other students)
- ◆ create step-by-step instructions for processes they have read about
- ◆ use information they have read in performance tasks where they make decisions, solve problems, create new products, dramatize situations



## Grade 7

### Reading, Listening & Viewing

#### Comprehend and connect (reading, listening, viewing)

- ◆ Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- ◆ Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- ◆ Synthesize ideas from a variety of sources to build understanding
- ◆ Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- ◆ **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond texts
- ◆ Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives in texts**
- ◆ Recognize **how language constructs personal, social, and cultural identity**
- ◆ Construct meaningful personal connections between self, **text**, and world
- ◆ Respond to **text in personal, creative, and critical ways**
- ◆ Understand **how literary elements, techniques, and devices enhance and shape meaning**
- ◆ Recognize an increasing range of **text** structures and how they contribute to meaning
- ◆ Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- ◆ Recognize the **validity of First Peoples oral tradition** for a range of purposes

### Reading Strategies:

using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences

Through a Balanced Literacy Program and a language-rich classroom environment, students continue their literacy journey. We invite teachers to complete a **whole class reading assessment** at the beginning of the year to establish a baseline of reading abilities within the class, and to use the **BC Reading Performance Standards** as a guide for monitoring progress

The opportunity to practice reading with just right books is a crucial part of learning to read. See below for a reading guide for practicing with Just Right Books.

Grade Seven -- Just Right Books Guide

November	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 50	Below 30	Below V
Developing	50	30	V-W
Proficient	50	30	X-Y
Extending	50 and above	30	Z

March	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 50	Below 30	Below W
Developing	50	30	W-X
Proficient	50-60	30	Y-Z
Extending	60 and above	30	

June	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 50	Below 30	Below X
Developing	50	30	X-Y
Proficient	50-60	30	Z
Extending	60 and above	30	

\*\* Keep in mind, this is just a guide and should not be used to determine reading proficiency when communicating student progress. \*\*

Reading for Information is a key component to teaching literacy across the curriculum:



#### **Types of Reading for Information Tasks:**

In Grade 7, students frequently perform tasks such as the following as they read, interpret, and analyze information:

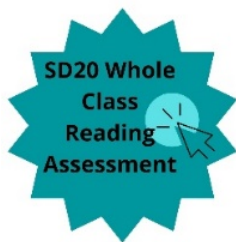
- ◆ make notes in a variety of forms, including graphic organizers (e.g., Venn diagrams, concept maps, charts)
- ◆ create visual representations (e.g., posters, illustrations, diagrams)
- ◆ participate in class and small-group discussions, debates, and information circles
- ◆ write or present reports based on information from several sources
- ◆ summarize and paraphrase selections
- ◆ respond to written or oral questions
- ◆ explain why they agree or disagree with information or ideas presented
- ◆ use information they have read in performance tasks where they make decisions, solve problems, create new products, dramatize situations

## Grade 8

### Reading, Listening & Viewing

#### Comprehend and connect (reading, listening, viewing)

- ◆ Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- ◆ Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- ◆ Synthesize ideas from a variety of sources to build understanding
- ◆ Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- ◆ Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- ◆ Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- ◆ Recognize how language constructs personal, social, and cultural identity
- ◆ Construct meaningful personal connections between self, text, and world
- ◆ Respond to text in personal, creative, and critical ways
- ◆ Recognize how literary elements, techniques, and devices enhance and shape meaning
- ◆ Recognize an increasing range of text structures and how they contribute to meaning
- ◆ Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- ◆ Develop an awareness of the protocols and ownership associated with First Peoples texts



Through a Balanced Literacy Program and a language-rich classroom environment, students continue their literacy journey. We invite teachers to complete a **whole class reading assessment** at the beginning of the year to establish a baseline of reading abilities within the class, and use the [BC Reading Performance Standards](#) as a guide for monitoring progress.

When provided with just right text, grade 8 students can respond to, interpret, and analyze the literature they are reading. The opportunity to practice reading with just right text is foundational to continuing to build reading success. Building **text sets** is a way to foster opportunities, as they create entry points for the diversity of readers within a class. [Click here to read about creating text sets.](#)

### Reading Strategies:

using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences

Reading for Information is a key component to teaching literacy across the curriculum:



### *Types of Reading for Information Tasks:*

In Grade 8, students are expected to perform tasks such as the following as they read, interpret, and analyze information

- ◆ make notes in a variety of forms, including graphic organizers (e.g., Venn diagrams, concept maps, charts)
- ◆ create visual representations (e.g., posters, illustrations, diagrams)
- ◆ participate in class and small-group discussions and debates
- ◆ write or present reports based on information from several sources
- ◆ summarize and paraphrase selections
- ◆ respond to written or oral questions
- ◆ read and respond to a news article using strategies suggested by the teacher for dealing with difficult text
- ◆ analyze print media portrayals of teenagers read an article on advertising techniques and then design an ad using those techniques
- ◆ read a passage in a textbook and answer questions about the content
- ◆ read and report on information about a historical figure from a variety of primary and secondary sources (e.g., encyclopedia, correspondence, literary works)
- ◆ read a passage from a biographical article; take notes, and rewrite the opening anecdote
- ◆ read newspaper articles about political candidates, and use a graphic organizer to compare
- ◆ research a character from Greek mythology and make notes
- ◆ read articles, pamphlets, and Internet sites about issues such as bullying, and answer questions
- ◆ use information they have read in performance tasks where they make decisions, solve problems, create new products, dramatize situations

## Grade 9

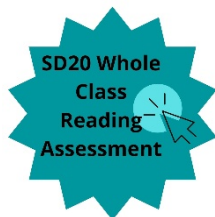
### Reading, Listening & Viewing

#### Comprehend and connect (reading, listening, viewing)

- ◆ Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- ◆ Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- ◆ Synthesize ideas from a variety of sources to build understanding
- ◆ Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- ◆ **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- ◆ Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives in texts**
- ◆ Recognize **how language constructs personal, social, and cultural identity**
- ◆ Construct meaningful personal connections between self, **text**, and world
- ◆ Respond to **text in personal, creative, and critical ways**
- ◆ Explain **how literary elements, techniques, and devices enhance and shape meaning**
- ◆ Recognize an increasing range of **text** structures and how they contribute to meaning
- ◆ Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- ◆ Develop an awareness of the **diversity within and across First Peoples societies** represented in **texts**
- ◆ Recognize the influence of place in First Peoples and other Canadian texts

### Reading Strategies:

using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences



Through a Balanced Literacy Program and a language-rich classroom environment, students continue their literacy journey. We invite teachers to complete a **whole class reading assessment** at the beginning of the year to establish a baseline of reading abilities within the class, and use the [BC Reading Performance Standards](#) as a guide for monitoring progress.

When provided with just right text, Grade 9 students can better apply reading skills to interpret and respond to literature, can offer insights, and convey important ideas. The opportunity to practice reading with just right text is foundational to continuing to build reading success. Building **text sets** is a way to foster opportunities, as they create entry points for the diversity of readers within a class. [Click here to read about creating text sets.](#)



Reading for Information is a key component to teaching literacy across the curriculum:



#### ***Types of Reading for Information Tasks:***

In Grade 9, students frequently perform tasks such as the following as they read, interpret, and analyze information:

- ◆ make notes in a variety of forms, including graphic organizers (e.g., Venn diagrams, concept maps, charts)
- ◆ create visual representations (e.g., posters, illustrations, diagrams)
- ◆ participate in class and small-group discussions and debates
- ◆ write essays
- ◆ write or present reports based on information from several sources
- ◆ summarize and paraphrase selections
- ◆ respond to written or oral questions
- ◆ use information they have read in performance tasks where they make decisions, solve problems, create new products, dramatize situations





# GUIDED READING

No two Guided Reading Lessons look alike, but many similarities abound. Explore the basics from **Fountas & Pinnell's Continuum of Literacy, 2011** on implementing Guided Reading into your Balanced Literacy program.

## STRUCTURE OF GUIDED READING LESSON

### PREPARATION

- Group students who have similar reading behaviours
- Teacher chooses a text that is just beyond student independent level
- Teacher plans explicit instruction based on book chosen

### INTRODUCTION TO THE TEXT

- activate background knowledge
- share thinking
- introduce new language structures
- have students locate specific words in the text
- use new vocabulary words in conversation and discuss meaning
- make predictions based on conversation of text
- draw attention to illustrations, pictures, charts, graphs, etc.
- discuss author
- discuss writing style

### READING THE TEXT

- demonstrate, prompt for, or reinforce the effective use of reading strategies (word solving, searching for and using information, maintaining fluency, detecting and correcting errors, summarizing, and adjusting reading.
- Prompt for fluency and phrasing

### DISCUSSING THE MEANING

- Gather evidence of comprehension by observing what students say about the text
- Invite students to pose questions and clarify the meaning
- Help students learn to discuss the meaning of the text
- Extend students' expression of understanding through questioning, summarizing, and restating

### TEACHING FOR PROCESSING STRATEGIES

- Revisit the text to explicitly demonstrate any aspect of reading including all strategies:
  - Solving words
  - Searching for & using information
  - Maintaining Fluency
  - Predicting
  - Inferring
  - Analyzing
  - Monitoring & Checking
  - Summarizing
  - Making connections
  - Adjusting reading
  - Synthesizing
  - Critiquing

### WORD WORK

- Based on patterns of student needs, as evidenced in your observations, teach any aspect of word analysis - letter-sound relationships, breaking words apart
- Have students manipulate words using whiteboards and magnetic letters to make or take apart words

### EXTENDING MEANING

- Use writing, drawing or extended talk to explore any aspect of understanding of the text.



# LITERATURE CIRCLES

*Book Club for the Classroom*

No two Lit Circles look alike, but many similarities abound. Explore the basics on implementing this strategy into your Balanced Literacy program.

## PREPARATION

- Practice skills for discussing in small groups
- Explain and model Literature Circle roles
- Book Talk the book choices
- Offer a number of diverse books

## ROLES

Connector	Summarizer
Questioner	Researcher
Literary Luminary	Word Wizard
Illustrator	Scene Setter

- Roles can be adjusted for your teaching purposes
- Roles are not essential to Lit Circles - see *Grand Conversations* for another approach.

## RESOURCES

Faye Brownlie

**Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles**

Harvey Daniels

**Literature Circles: Voice and Choice in Book Clubs & Reading Groups**





Miriam Trehearne

**Comprehensive Literacy Resource (Grades 3-6)**

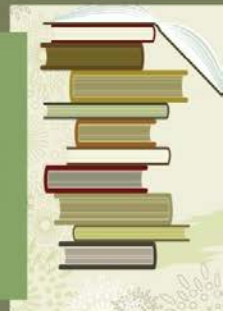
## KEY ELEMENTS

- Students choose their book
- Form small temporary groups
- Different groups read different books
- Groups meet on a regular, predictable schedule
- Role sheets serve as a discussion tool, not as a worksheet

## KEY BENEFITS

-  Literature Circles create a sense of community and belonging
-  Students develop oral language skills and find purpose in reading
-  Students deepen their understanding of books
-  Literature Circles allow students to apply what they are learning about reading and writing

For a twist, try using Non-fiction Articles or Poetry!

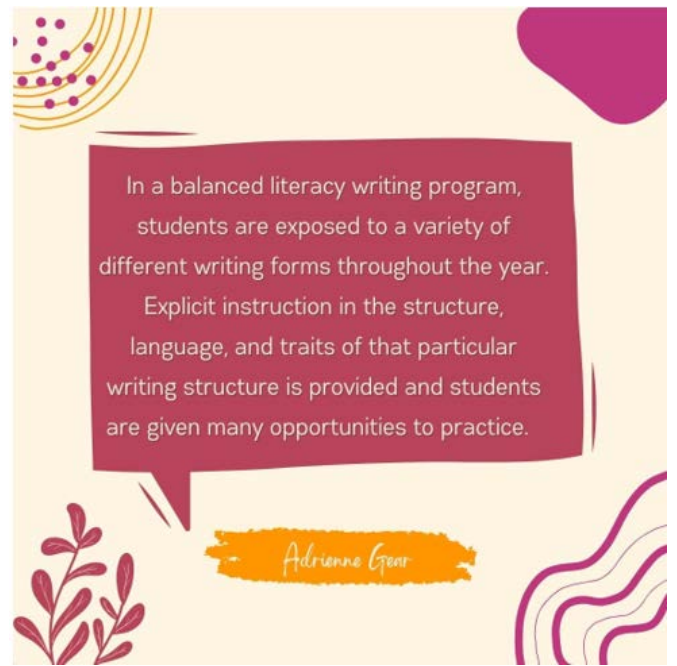




## Writing 4-9

Learning to write, like many other critical skills, is a complex developmental process. Young children’s experimentation with print often occurs first in their early writing attempts. These first attempts are a good indicator of their developing understanding of the alphabetic principle, how sounds and letters are connected, and of their growing knowledge of capturing each of their spoken words into print. These initial understandings are developmental and progress from concrete to a more abstract level of understanding and analysis.

Over time, children become more aware of the importance of meaning, style, form, and conventions. As they progress with developing a writing process, children need to know the purpose of their writing, and their audience.



In the intermediate years, children focus on expanding their writing into different forms:

### Personal Writing

- Exploration of thoughts, feelings, and experiences
- Reaction and reflections on current issues/events

### Literary Writing

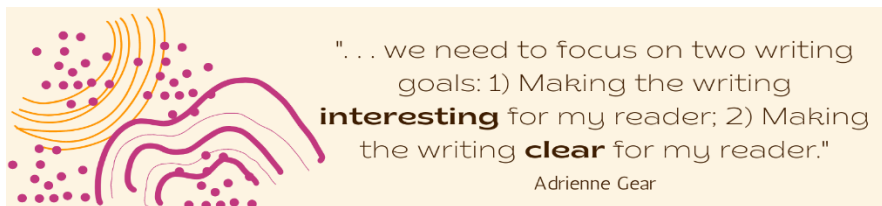
- Stories
- Poems

### Writing to Communicate Ideas & Information

- Work that is intended to present information (articles or reports)
- Outline procedures (instructions)
- Persuasive Work (editorials)

To build stamina and increase success at creating meaningful text, children need to be explicitly taught different writing strategies and be provided many opportunities to practice the writing process. As writers set personal goals for writing, teaching strategies provide the “how” in accomplishing them.

As we have learned from Adrienne Gear, there are two main goals for writing development (Powerful Writing Structures, 2020):



## Seeking Clarity

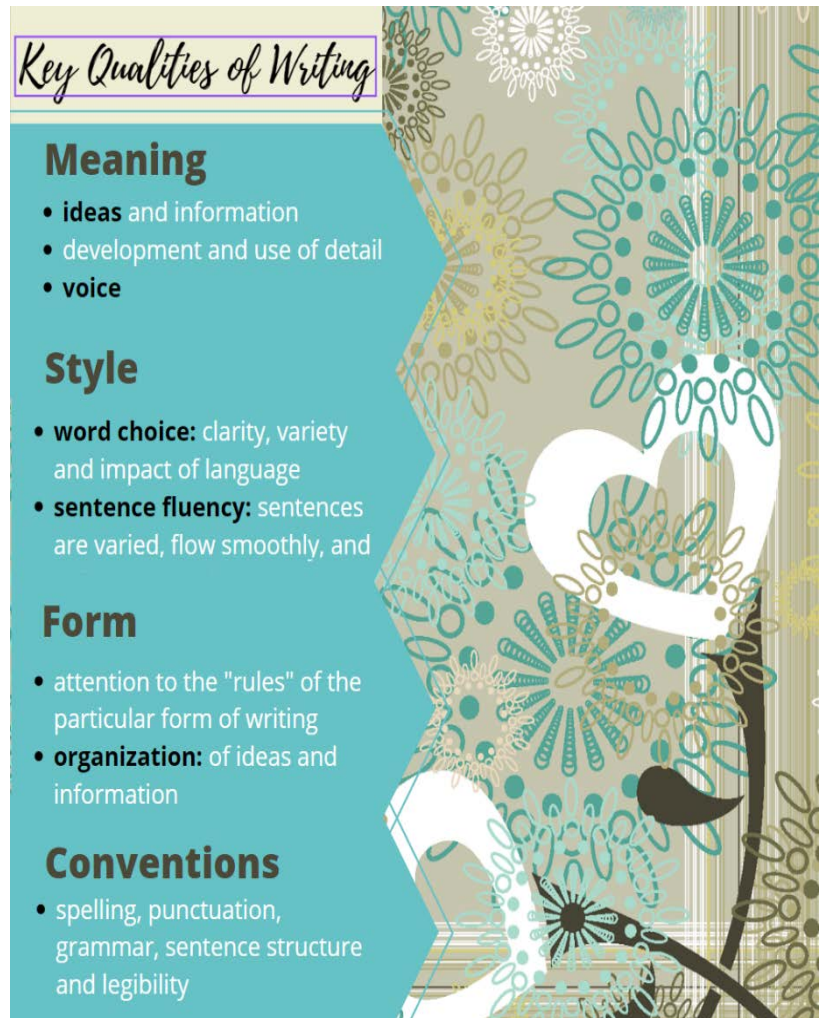
When we are making our writing clear we must pay attention to conventions such as spelling. Research shows, children who have many opportunities to use invented spelling eventually become better spellers than those who are taught by rote/memorization.

Learning to spell is much the same process as learning to read – mastering letter sound relationships. The more opportunities to write, the more spelling can be accomplished. Word walls, “No Excuse Words” and “Triple Scoop Words” (A. Gear) are all excellent tools to incorporate into the classroom routine to support writers to become proficient spellers. Daily word games, word analysis and word origin conversations are also an important part of the balanced literacy program that help improve spelling conventions.

Additionally, incorporating mini lessons that focus on grammar, punctuation, and organization will support students in their development of conventional skills during the writing process.

## Seeking Engagement

When we are making our writing interesting, we are tasked with “gifting our readers with a gift of words and ideas.” (Adrienne, 2020). The reader is the most important part of a person’s writing! Providing mentor texts, unpacking what makes interesting writing, and teaching mini lessons on how to engage a reader will strengthen style, fluency, voice, and impact of language in writing.



*Key Qualities of Writing*

### Meaning

- **ideas** and information
- development and use of detail
- **voice**

### Style

- **word choice:** clarity, variety and impact of language
- **sentence fluency:** sentences are varied, flow smoothly, and

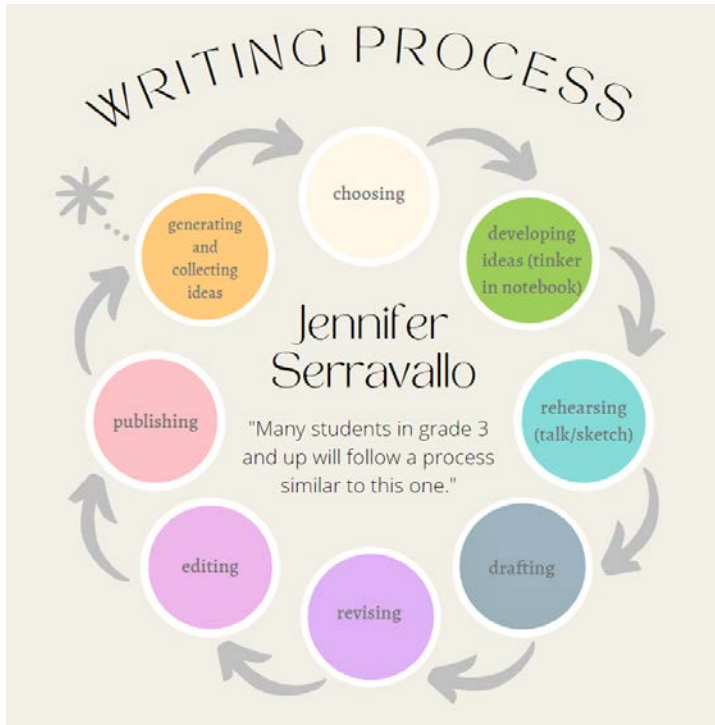
### Form

- attention to the "rules" of the particular form of writing
- **organization:** of ideas and information

### Conventions

- spelling, punctuation, grammar, sentence structure and legibility





## The Writing Process

Writing is a complicated and messy process that involves a lot of steps and actions. To put it all together, students need a lot of opportunity to reflect, analyze, and revise their writing and set goals on how to improve. Following a Writer's Workshop approach of brainstorming ideas, creating a draft with a mini-lesson strategy in mind, and editing and revising will help students continually build on their writing skills and strategies. It's important that students have many chances to try new ways of approaching writing and to build on strategies they already have, so a focus on the process over the product will create the right learning environment for intermediate writers.

If the purpose of writing is to communicate with an audience, publishing has its place in the writing classroom. Teachers are encouraged to work with

students in finding ways to share their writing not only with the teacher, but with peers and with a wider audience.

To continue providing inclusive writing opportunities, like Story Workshop, Make Writing can also be embedded into the Writer's Workshop. Make Writing addresses writing through a multi-modal lens, focusing on the design thinking process of tinkering with our thoughts and ideas and using materials to support our thinking as we move to print.

To support staff in establishing a strong writing program, SD20 has worked with Adrienne Gear and Jennifer Serravallo, among others. Staff are invited to utilize the resources we have been working with, which offer strategies for organizing the writing program, sources for mentor texts, and ideas for mini-lessons that will support the strengths and stretches of their writers.



*Make Writing*

What we can conceive of intellectually and what we're able to speak about verbally, we may not have the print power for yet.

-Angela Stockman



## Grade 4

### Writing, Speaking & Representing

#### Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and perspectives](#) to build shared understanding
- ◆ Use writing and design processes to plan, develop, and create [texts](#) for a variety of purposes and audiences
- ◆ Use language in [creative and playful ways](#) to develop style
- ◆ Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation
- ◆ Develop and apply expanding [word knowledge](#)
- ◆ Use [oral storytelling processes](#)
- ◆ Transform ideas and information to create original texts

We invite teachers to use the [BC Writing Performance Standards](#) as a guide for monitoring progress.

#### Writing Strategies:

##### ◆ Story/text

- [forms, functions, and genres of text](#)
- [text features](#)
- [literary elements](#)
- [literary devices](#)
- evidence

##### ◆ Language features, structures, and conventions

- [features of oral language](#)
- [paragraph structure](#)
- sentence structure and [grammar](#)
- [conventions](#)

## Grade 5

### Writing, Speaking & Representing

#### Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and perspectives](#) to build shared understanding
- ◆ [Use writing and design processes](#) to plan, develop, and create [texts](#) for a variety of purposes and audiences
- ◆ Use language in [creative and playful ways](#) to develop style
- ◆ [Communicate in writing](#) using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation
- ◆ Develop and apply expanding [word knowledge](#)
- ◆ Use [oral storytelling processes](#)
- ◆ Transform ideas and information to create original texts

We invite teachers to use the [BC Writing Performance Standards](#) as a guide for monitoring progress.

#### Writing Strategies:

##### ◆ Story/text

- [forms, functions, and genres of text](#)
- [text features](#)
- [literary elements](#)
- [literary devices](#)
- perspective/point of view

##### ◆ Language features, structures, and conventions

- [features of oral language](#)
- [paragraphing](#)
- sentence structure and [grammar](#)
- [conventions](#)

## Grade 6

### Writing, Speaking & Representing

#### Create and communicate (writing, speaking, representing)

- ◆ Exchange ideas and viewpoints to build shared understanding and extend thinking
- ◆ Use writing and design processes to plan, develop, and create engaging and meaningful [literary and informational texts](#) for a variety of purposes and [audiences](#)
- ◆ Assess and [refine texts](#) to improve their clarity, effectiveness, and impact according to purpose, [audience](#), and message
- ◆ Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- ◆ Use and experiment with [oral storytelling processes](#)
- ◆ Select and use appropriate features, forms, and genres according to audience, purpose, and message
- ◆ Transform ideas and information to create original texts

We invite teachers to use the [BC Writing Performance Standards](#) as a guide for monitoring progress.

#### Writing Strategies:

##### ◆ Story/text

- [forms, functions, and genres of text](#)
- [text features](#)
- [literary elements](#)
- [literary devices](#)
- [techniques of persuasion](#)

##### ◆ Language features, structures, and conventions

- [features of oral language](#)
- [paragraphing](#)
- [language varieties](#)
- [sentence structure and grammar](#)
- [conventions](#)
- [presentation techniques](#)

## Grade 7

### Writing, Speaking & Representing

#### Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and viewpoints](#) to build shared understanding and extend thinking
- ◆ Use writing and design processes to plan, develop, and create engaging and meaningful [literary and informational texts](#) for a variety of purposes and [audiences](#)
- ◆ Assess and [refine texts](#) to improve their clarity, effectiveness, and impact according to purpose, [audience](#), and message
- ◆ Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- ◆ Use and experiment with [oral storytelling processes](#)
- ◆ Select and use appropriate features, forms, and genres according to audience, purpose, and message
- ◆ Transform ideas and information to create original texts

We invite teachers to use the [BC Writing Performance Standards](#) as a guide for monitoring progress.

#### Writing Strategies:

##### ◆ Story/text

- [forms, functions, and genres of text](#)
- [text features](#)
- [literary elements](#)
- [literary devices](#)
- argument

##### ◆ Language features, structures, and conventions

- [features of oral language](#)
- [paragraphing](#)
- [language varieties](#)
- [syntax and sentence fluency](#)
- [conventions](#)
- [presentation techniques](#)

## Grade 8

### Writing, Speaking & Representing

#### Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and viewpoints](#) to build shared understanding and extend thinking
- ◆ Use writing and design processes to plan, develop, and create engaging and meaningful [literary and informational texts](#) for a variety of purposes and [audiences](#)
- ◆ Assess and [refine texts](#) to improve their clarity, effectiveness, and impact according to purpose, [audience](#), and message
- ◆ Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- ◆ Use and experiment with [oral storytelling processes](#)
- ◆ Select and use appropriate features, forms, and genres according to audience, purpose, and message
- ◆ Transform ideas and information to create original texts.

We invite teachers to use the [BC Writing Performance Standards](#) as a guide for monitoring progress.

#### Writing Strategies:

##### ◆ Story/text

- [forms, functions, and genres of text](#)
- [text features](#)
- [literary elements](#)
- [literary devices](#)
- [elements of visual/graphic texts](#)
- relevance, accuracy, reliability

##### ◆ Language features, structures, and conventions

- [features of oral language](#)
- [multi-paragraphing](#)
- [language usage and context](#)
- [elements of style](#)
- [syntax and sentence fluency](#)
- [conventions](#)
- [presentation techniques](#)

## Grade 9

### Writing, Speaking & Representing

#### Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and viewpoints](#) to build shared understanding and extend thinking
- ◆ Use writing and design processes to plan, develop, and create engaging and meaningful [literary and informational texts](#) for a variety of purposes and [audiences](#)
- ◆ Assess and [refine texts](#) to improve their clarity, effectiveness, and impact according to purpose, [audience](#), and message
- ◆ Use an increasing repertoire of conventions of Canadian [spelling](#), grammar, and punctuation
- ◆ Use and experiment with [oral storytelling processes](#)
- ◆ Select and use appropriate features, forms, and genres according to audience, purpose, and message
- ◆ Transform ideas and information to create original [texts](#)
- ◆ Express an opinion and support it with credible evidence

We invite teachers to use the [BC Writing Performance Standards](#) as a guide for monitoring progress.

#### Writing Strategies:

##### ◆ Language features, structures, and conventions

- [features of oral language](#)
- [multi-paragraphing](#)
- [language change](#)
- [elements of style](#)
- [usage](#)
- [syntax and sentence fluency](#)
- [conventions](#)
- [presentation techniques](#)
- [rhetorical devices](#)
- connotation and denotation

##### ◆ Story/text

- [forms, functions, and genres of text](#)
- [text features](#)
- [literary elements](#)
- [literary devices](#)
- [elements of visual/graphic texts](#)



SUPPORTING BALANCED LITERACY  
WITH  
*Make Writing*

Make Writing gives students the opportunity to use materials to create compositions with materials before moving to print. This multimodal approach supports writers in accessing and expressing their ideas.

*Plan the Structure* — 1  
Choose learning goals, find mentor texts and gather loose parts materials

Click the image for a gallery of loose parts ideas!

*Make* — 2  
Give students the opportunity to make! Use Provocations or Firestarter prompts to guide them in quick creations.

*Give Feedback* — 3  
Giving over-the-shoulder feedback on how students are meeting the learning goals will support them in what they have right and allow them to self-reflect on what they can make better.

*Tinker Bit-by-Bit* — 4  
Students continue to use loose parts to build on or revise their ideas, allowing them to find use feedback and improve their writing.

*Move to Print* — 5  
Students might start with simple words or phrases and move to creating longer passages. Teachers can offer post-it notes, index cards, sentence frames to support all learners.

REFERENCES

Stockman, Angela. *Creating Inclusive Writing Environments in the K-12 Classroom: Reluctance, Resistance, and Strategies that Make a Difference*. Routledge. 2021.

Stockman, Angela. *Hacking the Writing Workshop: Redesign with Making in Mind*. Times 10 Publications. 2018.

# APPENDIX A

## Grade 4 - 7 Literacy Screening Package

This screen is intended to be offered to students in the Fall to help teachers identify and monitor learner needs for the purposes of guiding instruction. This screen is similar to the one given during K-3 years.

### A. Phonological Awareness:

#### Initial and Final Sound

Teacher	In the word "run" /r/ is the beginning sound.
	What is the beginning sound in "cat?"
	Have student respond.
	I am going to share some other words. Tell me the beginning sound in the word:

Word:	Response:	
ran		
pal		
fog		
ham		
next		

Teacher	This time when I say the word "run" /r/ listen for the final sound. What is it?
	What is the final sound in "cat?"
	Have student respond.
	I am going to share the other words again. Tell me the final sound in the word:

Word:	Response:	
ran		
pal		
fog		
ham		
next		

#### Phoneme Blending:

Teacher	"I will say the sounds in a word. Can you tell me what the word is."
Teacher Demonstration	"m-a-t" "sk-i-p"

Say:		
g-o		
m-a-n		
b-ea-ch		
t-r-i-p		
s-t-o-p		

**Phoneme Segmenting:**

Teacher	"I will say a word. Can you tell me the sounds you hear in the word?"
Teacher Demonstration	"sit" "ham"

Say:	Response	
man		
but		
top		
frog		
slip		

**Medial Phoneme Isolation**

Teacher	I am going to say a word. Tell me the sound you hear in the middle
Teacher Demonstration	"bin"

Say:	Response
pen	
sky	
hit	
top	
fan	

**Medial Phoneme Substitution**

Teacher	I am going to say a word. You change the middle sound from /i/ to /a/ to make a new word.
Teacher Demonstration	The word is "sit." Change the /i/ to /a/. What is the new word?

Say: The word is -	Change the	Response
pan	/a/ to /u/	
rot	/u/ to /u/	
top	/o/ to /i/	
has	/a/ to /i/	
but	/u/ to /e/	

**Complex Vowels**

Teacher	I will point to some letters. Tell me what sound the letters make.
---------	--

Complex Vowel	Response	Complex Vowel	Response
ou		ar	
oi		oy	
er		ow	
oo			

**Nonsense Words:** Nonsense words are words that have no meaning. They follow predictable patterns such as consonant, vowel, consonant and are useful to assess how students apply the phonic skills being taught. Teaching nonsense words can help students decode new larger words as their reading skills grow and develop.

Teacher: **Say:** Using what you know about letters and sounds, read the following words. You may want to remind students these words do not have meaning and may sound weird.

cag	thif	brob	fibe
nok	chun	snuP	mape
teb	whupp	timp	boam
pum	mish	slank	waib
dij	fath	smest	zoob
larP	pling	joid	houd
gorm	serg	royp	

If a student is struggling with nonsense words, it is a good indication they would benefit from more phonological or phonics instruction.

**Most Common Rimes**

Rime	words
ack	
ain	
ake	
ale	
all	
ame	
am	
ank	
ap	
ash	

Rime	words
at	
ate	
aw	
ay	
eat	
ell	
est	
ice	
ick	
ide	

Rime	words
ight	
ill	
in	
ing	
ink	
ip	
it	
ock	
oke	
old	

Rime	words
op	
ore	
ot	
uck	
ug	
ump	
unk	
est	
ice	

# Phonics, Spelling Patterns, & Word Study

Grade 4



## Letter-Sound Relationships

- Recognize and use letters that represent no sound in words
- Understand some consonant letters represent different sounds
- Understand some consonant sounds can be represented by several different letters or clusters
- Recognize open and closed syllables
- Recognize vowels with r
- Recognize wide variety of vowel sounds

## Word Structure

- 🔍 **Syllables**
- 🔍 **Plurals**
- 🔍 **Adjective and Verb Endings + Adverbs**
- 🔍 **Word Roots**
- 🔍 **Prefixes & Suffixes**
- 🔍 **Contractions**
- 🔍 **Possessives**
- 🔍 **Abbreviations**

## Word-Solving Actions

- Break words into syllables
- Use known words and word parts
- Notice patterns in words
- Recognize base words - remove suffixes/prefixes to solve them
- Use word parts to derive meaning
- Use the context of the sentence or paragraph
- Connect words that are related to each other (direct, direction, directional)

## Spelling Patterns

- Recognize and use a large number of phonograms
- Notice and use frequently appearing short vowel patterns in multisyllable words
- Note and use frequently appearing syllable patterns in multisyllable words
- Understand that some words have double consonants in the pattern: coffee, address, success, mattress, occasion

## Word Meaning

### Homographs & Homophones

- Homographs: bat/bat, well/well, wind/wind
- Homophones: to/too/two, hear/hear, blue/blew, their/they're/there
- Words with multiple meanings: beat, run, play

### Compound Words

- airplane, airport, another, anyone, anybody, anything, everyone, homesick, indoor, jellyfish, skyscraper, toothbrush, underground, whenever,
- empty-handed, well-being, re-elect, father-in-law

### Nouns, Verbs, & Adjectives

- Recognize and use words that represent person, place, or thing
- Recognize and use action words
- Recognize and use words that describe

### Idioms & Figurative Language

- Recognize and use words as metaphors and similes to make comparisons
- Recognize and use metaphors that have become traditional sayings and in which the comparisons are not evident (raining cats and dogs)

### Portmanteau Words

- Recognize and use words that are blended together (brunch)

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Word List

## High Frequency Words

across	against	area	become	best	better	birds	black	body
certain	cold	colour	complete	covered	cried	didn't	dog	door
draw	during	early	easy	ever	fall	farm	fast	field
figure	fire	fish	five	friends	ground	happened	heard	himself
hold	horse	hours	however	hundred	I'll	king	knee	listen
low	map	mark	measure	money	morning	music	north	notice
numeral	order	passed	pattern	piece	plan	problem	products	pulled
questions	reached	red	remember	rock	room	seen	several	ship
short	since	sing	slowly	south	space	stand	step	sun
sure	table	today	told	top	toward	town	travel	true
unit	upon	usually	voice	vowel	war	waves	whole	wind
wood								



# Phonics, Spelling Patterns, & Word Study

Grade 5



## Letter-Sound Relationships

- Recognize and use consonant letters that use two or more different sounds at the beginning of a word
- Recognize and use consonant letters that use two or more different sounds at the end of a word
- Recognize and use consonant letters that use two or more different sounds in the middle of a word
- Understand some consonant sounds can be represented by several different letters or clusters

## Word Structure

- ✂ Syllables
- ✂ Plurals
- ✂ Adjective and Verb Endings + Adverbs
- ✂ Word Roots
- ✂ Prefixes & Suffixes
- ✂ Contractions
- ✂ Possessives
- ✂ Abbreviations

## Word-Solving Actions

- Break words into syllables
- Recognize base words - remove suffixes/prefixes to solve them
- Use word parts to derive meaning
- Use context to determine meaning
- Connect words that are related to each other (direct, direction, directional)
- Distinguish between multiple meanings of words when reading texts
- Use the dictionary for word history and pronunciation

## Spelling Patterns

- Notice and use frequently appearing long vowel patterns in multisyllable words
- Note and use other vowel patterns that appear in multisyllable words
- Understand that some words have double consonants in the pattern: coffee, address, success, mattress, occasion

## Word Meaning

### Related Words

- Recognize that words are related by sound, spelling, and category
- Recognize and use synonyms and antonyms
- Understand that analogies can determine relationship
  - synonyms - alert : aware, elevate : raise
  - antonyms - feeble : strong, durable : flimsy
  - homophones - hoard : horde, cereal : serial
  - object use - catalog : advertise, goggles : protect
  - part/whole - chapter : book, musician : orchestra
  - cause/effect - comedy : laughter, drought : famine
  - member/category - celery : vegetable, plumber : occupation
  - denotation/connotation - inexpensive : cheap, thin : scrawny

### Combined and Created Words

- Clipped words: laboratory/lab, photograph/photo
- Acronyms: RADAR: radio detecting and ranging
- Palindromes: gag, kayak, noon

### Figurative Language

- Recognize and use onomatopoeic words
- Recognize literal vs. figurative meanings
- Recognize and use similes and metaphors to make comparisons

### Word Origins

- Understand that cognates
- Understand that English is derived from many sources: other languages, technology, names, trademarked products, and social practices

## High Frequency Words

able	ago	among	ball	base	became	behind	boat	box
bread	bring	brought	building	built	cannot	carefully	check	circle
class	clear	common	contain	correct	course	dark	decided	deep
done	dry	English	equation	explain	fact	feel	filled	finally
fine	fly	force	front	full	game	gave	government	green
half	heat	heavy	hot	inches	included	inside	island	known
language	less	machine	material	minutes	note	nothing	noun	object
ocean	oh	pair	person	plane	power	produce	quickly	ran
rest	road	round	rule	scientists	shape	shown	six	size
special	stars	stay	stood	street	strong	surface	system	ten
though	thousands	understand	verb	wait	warm	week	wheels	yes
yet								

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Word List

# Phonics, Spelling Patterns, & Word Study

Grade 6



## Letter-Sound Relationships

- Recognize and use consonant letters that use two or more different sounds at the beginning of a word
- Recognize and use consonant letters that use two or more different sounds at the end of a word
- Recognize and use consonant letters that use two or more different sounds in the middle of a word
- Understand some consonant sounds can be represented by several different letters or clusters

## Word Structure

- ✂ **Syllables**
- ✂ **Plurals**
- ✂ **Adjective and Verb Endings + Adverbs**
- ✂ **Word Roots**
- ✂ **Prefixes & Suffixes**
- ✂ **Contractions**
- ✂ **Possessives**
- ✂ **Abbreviations**

## Word-Solving Actions

- Use word parts to solve an unknown word
- Use connections between related words that have the same root or base
- Use a word's origin to understand its form and meaning
- Understand the concept of analogy to discover word relationships
- Use knowledge of Greek & Latin roots to derive meaning
- Use the glossary and dictionaries to find information about words

## Spelling Patterns

- Understand that words have a pattern with a double consonant that represents two sounds
- Recognize and use vowel phonograms that appear in multisyllable words
- Recognize commonly misspelled words and rewrite them correctly

## Word Meaning

### Related Words

- Recognize that words are related by sound, spelling, and category
- Recognize and use synonyms and antonyms
- Understand that analogies can determine relationship
  - synonyms - alert : aware, elevate : raise
  - antonyms - feeble : strong, durable : flimsy
  - homophones - hoard : horde, cereal : serial
  - object use - catalog : advertise, goggles : protect
  - part/whole - chapter : book, musician : orchestra
  - cause/effect - comedy : laughter, drought : famine
  - member/category - celery : vegetable, plumber : occupation
  - denotation/connotation - inexpensive : cheap, thin : scrawny

### Combined and Created Words

- Clipped words: laboratory/lab, photograph/photo
- Acronyms: RADAR: radio detecting and ranging
- Palindromes: gag, kayak, noon

### Figurative Language

- Recognize literal vs. figurative meanings
- Recognize words that are jumbled for humorous effect: spoonerisms and malapropisms
- Recognize and use similes and metaphors to make comparisons

### Word Origins

- Understand that cognates
- Understand that English is derived from many sources: other languages, technology, names, trademarked products, and social practices

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Word List

## High Frequency Words

anything	arms	beautiful	believe	beside	bill	blue	brother	can't
cause	cells	center	clothes	dance	describe	developed	difference	direction
discovered	distance	divided	drive	drop	edge	eggs	energy	Europe
exercise	farmers	felt	finished	flowers	forest	general	gone	grass
happy	heart	held	instruments	interest	job	kept	lay	legs
length	love	main	matter	meet	members	million	mind	months
moon	paint	paragraph	past	perhaps	picked	present	probably	race
rain	raised	ready	reason	record	region	represent	return	root
sat	shall	sign	simple	site	sky	soft	square	store
subject	suddenly	sum	summer	syllables	teacher	test	third	train
wall	weather	west	whether	wide	wild	window	winter	wish
written								



# Phonics, Spelling Patterns, & Word Study

Grade 7



## Letter-Sound Relationships

- Recognize and use consonant letters that use two or more different sounds at the beginning of a word
- Recognize and use consonant letters that use two or more different sounds at the end of a word
- Recognize and use consonant letters that use two or more different sounds in the middle of a word
- Understand some consonant sounds can be represented by several different letters or clusters

## Word Structure

- 🔗 **Syllables**
- 🔗 **Plurals**
- 🔗 **Adjective and Verb Endings + Adverbs**
- 🔗 **Word Roots**
- 🔗 **Prefixes & Suffixes**
- 🔗 **Contractions**
- 🔗 **Possessives**
- 🔗 **Abbreviations**

### Word-Solving Actions

- Use word parts to solve an unknown word
- Use connections between related words that have the same root or base
- Use a word's origin to understand its form and meaning
- Understand the concept of analogy to discover word relationships
- Use knowledge of Greek & Latin roots to derive meaning
- Use the glossary and dictionaries to find information about words

## Spelling Patterns

- Understand that words have a pattern with a double consonant that represents two sounds
- Recognize and use vowel phonograms that appear in multisyllable words
- Recognize commonly misspelled words and rewrite them correctly

## Word Meaning

### Related Words

- Recognize that words are related by sound, spelling, and category
- Recognize and use synonyms and antonyms
- Understand that analogies can determine relationship
  - synonyms - alert : aware, elevate : raise
  - antonyms - feeble : strong, durable : flimsy
  - homophones - hoard : horde, cereal : serial
  - object use - catalog : advertise, goggles : protect
  - part/whole - chapter : book, musician : orchestra
  - cause/effect - comedy : laughter, drought : famine
  - member/category - celery : vegetable, plumber : occupation
  - denotation/connotation - inexpensive : cheap, thin : scrawny

### Combined and Created Words

- Clipped words: laboratory/lab, photograph/photo
- Acronyms: RADAR: radio detecting and ranging
- Palindromes: gag, kayak, noon

### Figurative Language

- Recognize literal vs. figurative meanings
- Recognize words that are jumbled for humorous effect: spoonerisms and malapropisms
- Recognize and use similes and metaphors to make comparisons

### Word Origins

- Understand that cognates
- Understand that English is derived from many sources: other languages, technology, names, trademarked products, and social practices

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Word List



## High Frequency Words

- In the Upper Intermediate grades, looking to Tier 2 Words, over 7000 general academic words that occur across content areas, will support teachers in determining high frequency word study based on the specific lessons and content in the classroom.
- Tier 2 Words were created through the research of Isabel Beck, Margaret McKeown, and Linda Kucan. [This article](#) summarizes some ideas for choosing words.

Pinnell, Gay Su, and Irene C. Fountas. *The Continuum of Literacy Learning, Grades 3-8: A Guide to Teaching*. Heinemann, 2011.

# Phonics, Spelling Patterns, & Word Study

Grade 8/9



## Letter-Sound Relationships

- Recognize and use consonant letters that use two or more different sounds at the beginning of a word
- Recognize and use consonant letters that use two or more different sounds at the end of a word
- Recognize and use consonant letters that use two or more different sounds in the middle of a word
- Understand some consonant sounds can be represented by several different letters or clusters

## Word Structure

🔗 **Syllables**

🔗 **Plurals**

🔗 **Adjective and Verb Endings + Adverbs**

🔗 **Word Roots**

🔗 **Prefixes & Suffixes**

🔗 **Contractions**

🔗 **Possessives**

🔗 **Abbreviations**

## Word-Solving Actions

- Use word parts to solve an unknown word
- Use connections between related words that have the same root or base
- Use a word's origin to understand its form and meaning
- Understand the concept of analogy to discover word relationships
- Use knowledge of Greek & Latin roots to derive meaning
- Use the glossary and dictionaries to find information about words

## Spelling Patterns

- Understand that words have a pattern with a double consonant that represents two sounds
- Recognize and use vowel phonograms that appear in multisyllable words
- Recognize commonly misspelled words and rewrite them correctly

## Word Meaning

### Related Words

- Recognize that words are related by sound, spelling, and category
- Recognize and use synonyms and antonyms
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  - synonyms - alert : aware, elevate : raise
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  - homophones - hoard : horde, cereal : serial
  - object use - catalog : advertise, goggles : protect
  - part/whole - chapter : book, musician : orchestra
  - cause/effect - comedy : laughter, drought : famine
  - member/category - celery : vegetable, plumber : occupation
  - denotation/connotation - inexpensive : cheap, thin : scrawny

### Combined and Created Words

- Clipped words: laboratory/lab, photograph/photo
- Acronyms: RADAR: radio detecting and ranging
- Palindromes: gag, kayak, noon

### Figurative Language

- Recognize literal vs. figurative meanings
- Recognize words that are jumbled for humorous effect: spoonerisms and malapropisms
- Recognize and use similes and metaphors to make comparisons

### Word Origins

- Understand that cognates
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## High Frequency Words

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## Oral Language Checklist 4-9

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<b>Receptive</b>	
Understands vocabulary specific to subject and situation	
Focuses on the speaker and identifies the speaker's purpose	
Follows oral directions	
Listens with attention and understanding	
Understand and think critically about information presented in media	
<b>Expressive</b>	
Expresses opinions	
Speaks fluently with expression	
Asks questions to clarify	
Stays on topic	
Works to use tone and gesture in a meaningful way	
<b>Social</b>	
is an active participant in classroom conversations	
Understands and uses appropriate social conventions for conversations when listening and speaking	
Understands the role of non-verbal language (i.e.: nodding, facial gestures)	
Takes turns and uses conversational techniques to encourage others to talk	

# RESOURCES

RESOURCES WE'RE LEARNING FROM



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