

CROSS GRADE COMPARISON CHART

Reading

Overall Expectation 4

READING OVERALL EXPECTATION # 4: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading.

Reflecting on Reading Skills and Strategies

4.1 Metacognition

Grade 1	Grade 2	Grade 3	Grade 4
<p>begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading <i>Teacher prompts:</i> “What do you do to get ready to read a new text?” “What do you do if your reading doesn’t make sense to you?” “When you come to a word you don’t know, what do you do?” “What strategies help you the most when you are reading?”</p>	<p>identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading <i>Teacher prompts:</i> “What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don’t understand?” “When you come to a word or phrase you don’t know, what strategies do you use to solve it? How do you check to see if you were right?”</p>	<p>identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers <i>Teacher prompts:</i> “What questions do you ask yourself to make sure you are understanding what you are reading?” “How do you know if you are on the right track?” “When you come to a word or phrase you don’t understand, how do you solve it?” “How do you figure out what information is important to remember?” “What do you do when you get confused during reading?”</p>	<p>identify, in conversations with the teacher and peers or in a reader’s notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers <i>Teacher prompts:</i> “How do you check to be sure that you are understanding while you read?” “What helps you identify the important ideas while you are reading?” “What helps you ‘read between the lines’?” “How do you know if you are not understanding?” “What ‘fix-up’ strategies work effectively for you?”</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader’s notebook, how they can use these and other strategies to improve as readers <i>Teacher prompts:</i> “Did preparing a list of questions to answer help you to find the information you needed from the biography?” “How do you know when you are not understanding during reading?” “What ‘fix-up’ strategies do you use when a passage is hard to understand?”</p>	<p>identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader’s notebook, how they can use these and other strategies to improve as readers <i>Teacher prompts:</i> “What questions do you ask yourself to check that you understand what you are reading?” “How do you know if you need to reread a section of a text?” “What else can you do if reading on or rereading does not clarify the meaning?” “In what way do you use your reader’s notebook to help you as a reader?”</p>	<p>identify a range of strategies they found helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader’s notebook, how they can use these and other strategies to improve as readers <i>Teacher prompts:</i> “What strategies helped you to synthesize ideas while reading a longer text?” “What kind of graphic organizers helped you to represent your understanding of the text after reading?” “What strategy works best for you when you come to a word or concept that is unfamiliar?” “What questions do you ask yourself that help you monitor your reading?” “What is the most effective use of your reader’s notebook?”</p>	<p>identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader’s notebook/reflective journal, how they can use these and other strategies to improve as readers <i>Teacher prompts:</i> “What strategies do you use most consistently to help you understand a new text?” “What types of questions do you ask yourself to help you monitor your reading?” “What ‘fix-up’ strategies do you use when you don’t understand?” “What strategies do you use confidently and effectively?”</p>

4.2 Interconnected Skills			
Grade 1	Grade 2	Grade 3	Grade 4
<p>explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (<i>e.g., reading a text independently is easier after hearing it read aloud and/or talking about it in class</i>) <i>Teacher prompts:</i> “How does listening to someone else read help you become a better reader?” “How does talking to someone else about what you are reading help you as a reader?” “How does looking at the illustrations help you make sense of what you are reading?”</p>	<p>explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (<i>e.g., reading a text independently is easier after discussing the topic with a partner and/or talking about it in a group</i>) <i>Teacher prompt:</i> “How do discussions before reading help you get ready to read about new topics?”</p>	<p>explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read <i>Teacher prompts:</i> “How does hearing a similar text read aloud help you when you read a new text independently?” “How does knowing specific words or phrases from speaking or listening help you as a reader?” “How does dialogue with the teacher or peers in conferences help you as a reader?” “What do you know about writing that helps you as a reader?”</p>	<p>explain, in conversations with the teacher and peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (<i>e.g., orally summarizing what has been read helps a reader to check on understanding; engaging in dialogue about a text helps the reader understand other perspectives and interpretations of a text</i>) <i>Teacher prompt:</i> “How does conferencing with a peer or the teacher about a text help you understand the text better?”</p>
Grade 5	Grade 6	Grade 7	Grade 8
<p>explain, in conversations with peers and/or the teacher or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (<i>e.g., viewing a television program or video about a topic before reading a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic</i>)</p>	<p>explain, in conversation with the teacher and/or peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (<i>e.g., using a particular form when writing enhances understanding when reading texts of a similar form</i>) <i>Teacher prompt:</i> “Think about the conventions you used when creating a class newspaper. How will that information help you when you read the community newspaper?”</p>	<p>explain, in conversation with the teacher and/or peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read <i>Teacher prompts:</i> “How has your experience of writing influenced the way you read?” “How do you think a literature circle discussion helps you to understand a text?” “How does writing about what you read in your reader’s notebook help you as a reader?”</p>	<p>explain, in conversation with the teacher and/or peers or in a reader’s notebook/reflective journal, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read <i>Teacher prompts:</i> “Did watching the television program about space exploration help you when you were reading the newspaper reports of the space probe?” “How does creating online texts help you read electronic texts?” “What lessons have you learned as a writer/listener that will make you a better reader?”</p>