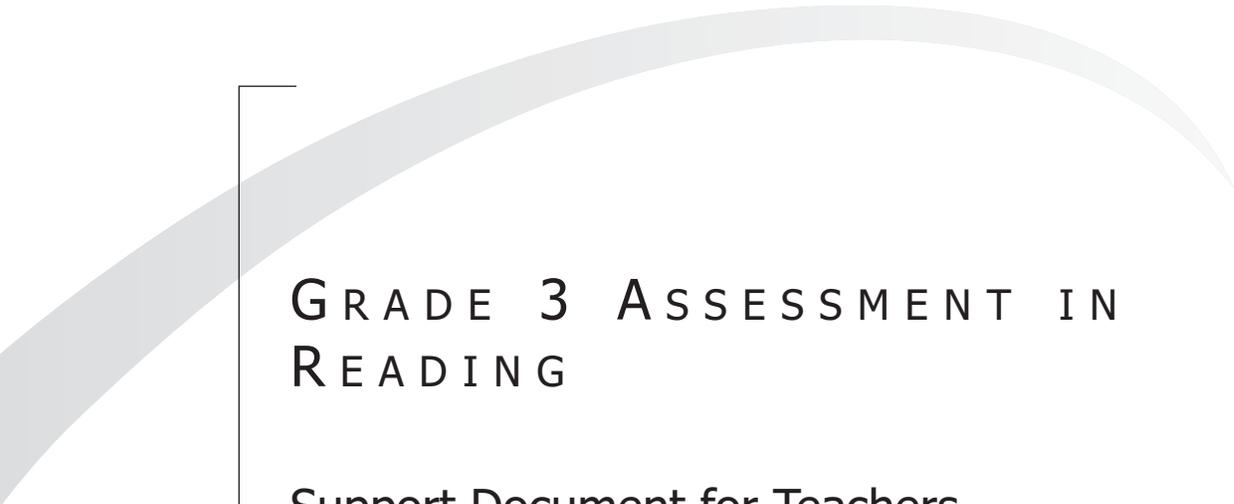


Grade 3 Assessment in Reading

Support Document for Teachers



GRADE 3 ASSESSMENT IN
READING

Support Document for Teachers

Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

372.48 Grade 3 assessment in reading : support document
 for teachers.

Developed "as a resource to support teachers in implementing the Grades 3 and 4 Assessment policy, as identified in Grade 3 Assessment in Reading, Lecture, and Numeracy and Grade 4 Assessment in French Immersion Lecture (Manitoba Education, Citizenship and Youth)"—Intro.

Includes bibliographical references.

ISBN-13: 978-0-7711-4415-8

1. Reading (Primary)—Manitoba—Ability testing.
I. Manitoba. Manitoba Education, Citizenship and Youth.
II. Title : Grade three assessment in reading : support document for teachers. III. Title : Grade 3 assessment in reading, lecture and numeracy and Grade 4 assessment in French immersion lecture.

Copyright © 2009, the Government of Manitoba, represented by the Minister of Education, Citizenship and Youth.

Manitoba Education, Citizenship and Youth
School Programs Division
Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education, Citizenship and Youth. Errors or omissions will be corrected in a future edition.

All images found in this document are copyright protected and should not be extracted, accessed, or reproduced for any purpose other than for their intended educational use in this document.

Any websites referenced in this document are subject to change. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

This resource is available on the Manitoba Education, Citizenship and Youth website at www.edu.gov.mb.ca/k12/assess/gr3/index.html.

Ce document est disponible en français.

CONTENTS

Introduction	1
Purpose	1
Assessment Policy Overview	1
Document Content and Organization	2

Classroom-Based Assessment	3
Formative Assessment	3
Summative Assessment	4

Grade 3 Assessment in Reading	5
Rationale for the Selection of Key Competencies in Reading	5
Assessing the Key Competencies in Reading	5
Competency 1	7
What Is This Competency?	7
Connections for Reading Competency 1	11
Competency 2	12
What Is This Competency?	12
Connections for Reading Competency 2	18
Competency 3	19
What Is This Competency?	19
Connections for Reading Competency 3	23

Reporting Assessment Results	25
Overview of the Reporting Process	25
Sending Results to Parents	25
Sending Results to the Department	25
Student Performance below Competency Criteria	25
Students with Exceptional Circumstances	26

Using Assessment Data	27
Classroom	27
School and School Division	27
Province	27

Appendices	29
Appendix A: Planning with the End in Mind	29
Appendix B: Grade 3 Reading Assessment Criteria for Teacher Use	30

Bibliography	31
---------------------	----

INTRODUCTION

Purpose

Grade 3 Assessment in Reading: Support Document for Teachers was developed by Manitoba Education, Citizenship and Youth as a resource to support teachers in implementing the Grades 3 and 4 Assessment policy, as identified in *Grade 3 Assessment in Reading, Lecture, and Numeracy and Grade 4 Assessment in French Immersion Lecture* (Manitoba Education, Citizenship and Youth).

Grade 3 teachers may also use the information from this support document to define and communicate to students and parents the knowledge, skills, strategies, and attitudes used by proficient readers to make meaning before, during, and after reading texts.

Assessment Policy Overview

The primary purpose of this policy is to improve student learning by identifying, early in the school year, students' strengths and needs in key competencies in numeracy and reading and using this information to guide instructional planning. This formative application of the policy is consistent with assessment *for* and *as* learning, as described in the support document *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning* (Manitoba Education, Citizenship and Youth). Teachers must determine the performance level of students at the end of October and report the information to parents.* By collecting the assessment information early in the school year, and reporting it to parents, educators can use it to plan next steps in students' learning and to support ongoing dialogue with parents to ensure that students have the foundation knowledge and skills needed to support learning across the curricula.

The second purpose of this policy is to communicate summative information about student achievement in the key competencies. This application of the policy reflects assessment *of* learning. There are three types of audiences for the achievement information. The first is the parent community, the second is the school-based learning team consisting of teachers, administrators, and divisional leaders, and the third is the larger educational and stakeholder communities, including the Department, the public, and researchers. These groups use the information to inform inquiry, look for trends, and make decisions about the provision of resources to support student learning.

* In this document, the term *parents* refers to both parents and guardians, and is used with the recognition that in some cases only one parent may be involved in a child's education.

Document Content and Organization

Grade 3 Assessment in Reading: Support Document for Teachers is organized into the following sections:

- **Introduction:** The purpose and content of this support document are addressed here in relation to the purpose of the policy document *Grade 3 Assessment in Reading, Lecture, and Numeracy and Grade 4 Assessment in French Immersion Lecture*.
- **Classroom-Based Assessment:** This section addresses formative and summative assessment practices.
- **Grade 3 Assessment in Reading:** Following an explanation of the rationale for the selection of the key competencies in reading for the Grade 3 Assessment in Reading, this section discusses the three specific competencies being assessed:
 - Competency 1: Student reflects on and sets reading goals.
 - Competency 2: Student uses strategies during reading to make sense of texts.
 - Competency 3: Student demonstrates comprehension.

For each competency, teachers are provided with a description of the reading competency to be assessed, along with strategies for assessing the particular competency. This is followed by a “Connections” chart which outlines the links among the following:

- Grade 2 English language arts learning outcomes from which the competency was developed (from *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*)
- the reading competency, with three levels of performance (Grade 3 entry) used to determine student achievement of the learning outcomes
- the related descriptors from *Developmental Reading Continuum (Phase 1)*
- **Reporting Results:** This section discusses the three audiences to whom assessment data is reported at the beginning of the school year to encourage collaborative efforts by parents, the Department, and the teacher team in the school to improve student learning.
- **Using Assessment Data:** This section explains how the information gleaned from the assessment is used in the classroom, in the school and school division, and by the Department.
- **Appendices:** Additional tools are provided to help teachers implement the provincial Grade 3 Assessment in Reading.
 - Appendix A: Planning with the End in Mind
A sample planning sheet has been included that may be used by individual teachers or grade-level teams to plan assessment strategies for the Grade 3 Assessment in Reading.

- Appendix B: Grade 3 Reading Assessment Criteria for Teacher Use
This chart outlines specific criteria (components and characteristics of successful performance) for each of the reading competencies being assessed. This chart may be used when communicating to students and parents the knowledge, skills, strategies, and attitudes used by proficient readers.
- **Bibliography:** The bibliography provides an overview of all of the sources consulted and cited in the development of this document.

CLASSROOM-BASED ASSESSMENT

Formative Assessment

Formative assessment moves learning forward. It embodies two aspects: assessment *for* learning, done primarily by the teacher, and assessment *as* learning, which is done by the student. The teacher gathers and reflects on information in order to adjust instructional pacing, content, and strategies. Students also use assessment information to make adjustments in learning strategies and processes.

Research has found that the following strategies are the most powerful when teachers use them to inform instruction:

- clarifying and sharing learning intentions and criteria for success
- engineering effective classroom discussions, questions, and learning tasks
- providing feedback that moves learning forward
- activating students as the owners of their own learning
- activating students as instructional resources for one another (Leahy et al. 18)

The active engagement of students is an essential element of formative assessment that makes a positive difference in student learning. To become independent learners, students need to get an idea from the start of what is to be learned. Therefore, the teacher needs to explain the learning outcomes targeted, and have the students participate in

- setting criteria
- identifying performance indicators
- obtaining feedback from others (peers and teacher)
- further clarifying the criteria

Teachers model assessment of a performance or product against the established criteria for quality work. Students then practise comparing their work to these established criteria by providing themselves and others with feedback as they reflect on their own work and the work of their peers.

Teachers further support students by helping them to revise their work and move it closer to the established criteria. Students accomplish this by using their own personal feedback, as well as feedback from their peers and teachers. Ultimately, through this modelling of practice, and using feedback to adjust understanding and performance, students can learn not only to self-assess but also to

- understand the criteria better
- self-regulate their learning
- determine their next steps

These are critical steps in becoming independent, lifelong learners.

Summative Assessment

The intention behind summative assessment, also referred to as *assessment of learning*, is to produce defensible and accurate descriptions of student knowledge and skill in relation to defined outcomes and to present this information in summative reports for use at the individual student or aggregated levels. It requires the collection of information from observations, conversations, work samples as well as the interpretation of this information about students' accomplishments in the key competencies in relation to established criteria that represent the nature and complexity of the intended learning.

Various methods and multiple opportunities help ensure reliable results that can be interpreted and used both within and outside the classroom context. Assessment methods need to be congruent with learning goals.

GRADE 3 ASSESSMENT IN READING

Rationale for the Selection of Key Competencies in Reading

The concept that all learning is mediated by language is a foundational premise of education. In classrooms, reading plays a major part in all subject areas. Being able to read and understand others' ideas are essential skills for success in school and society.

The three specific competencies for the Grade 3 Assessment in Reading are

- Competency 1: Student reflects on and sets reading goals.
- Competency 2: Student uses strategies during reading to make sense of texts.
- Competency 3: Student demonstrates comprehension.

Reading comprehension is a complex and dynamic process, and readers use a variety of strategies *before, during, and after* interacting with texts. The three reading competencies reflect the phases of the reading process, roughly corresponding to *before, during, and after* reading. Based on end-of-Grade-2 learning outcomes, they focus on what students need to be able to do at the end of Grade 2 to be successful in Grade 3. (The Grade 2 learning outcomes that correspond to each reading competency are listed in the left-hand column of each “Connections” chart.) As all English language arts learning outcomes are on a continuum from Kindergarten through Grade 12, it is important that Grade 3 teachers move into the Grade 3 curriculum in September.

Assessing the Key Competencies in Reading

An extensive range of assessment strategies and resources can be used for the purpose of the Grade 3 Assessment in Reading. The curriculum document, *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, suggests instructional strategies in column 2 and assessment strategies in column 3. By using the teaching and learning strategies from the ELA document, Grade 3 teachers provide an authentic context in which they can assess the knowledge and skills of students.

Manitoba's *Developmental Reading Continuum (Phase 1)*, developed for use with students in Kindergarten to Grade 4, describes the observable developmental characteristics of what proficient learners feel, know, and demonstrate along their learning journey. The *Developmental Reading Continuum (Phase 1)* is a formative assessment tool based on research and teacher observations. This continuum can be found on the Department's website at www.edu.gov.mb.ca/k12/cur/ela/drc/index.html. The teacher and student can use the reading continuum to discuss and reflect on the student's knowledge, skills, strategies, and attitudes in making meaning before, during, and after reading texts. The *Developmental Reading Continuum (Phase 1)* can also be used to help establish the student-generated criteria for quality work.

Teachers may also use the Grade 3 Reading Assessment Criteria for Teacher Use (see Appendix B) as a support when communicating the components and characteristics of successful performance to students and when establishing student-generated criteria.

Competency 1

Student reflects on and sets reading goals.

What Is This Competency?

In order for students to reflect on and establish reading goals, they must reflect on their reading and learning, assess how effectively they use various reading strategies, and use that metacognitive understanding and self-assessment to set goals for learning and practising additional reading strategies.

Reflecting on Reading

As students move through the language arts learning phases, both action and reflection are important. Reflecting on strategies employed and their effectiveness helps students to understand not only what they think, but also how they think. When students are given opportunities to reflect on their reading/learning, they are able to better understand where they are in comparison to where they need to be, and they can begin to identify the next steps in their learning (Davies 11). Encouraging metacognitive strategies helps students to understand, monitor, and direct their learning processes. Metacognitive questions such as, “What do you notice about your reading?” help students develop internal conversations and reflection about the reading process. When students have opportunities to reflect on their learning, especially with peers, they begin to develop self-assessment skills and want to take more responsibility for shaping and directing their own learning experiences (Davies 57).

Self-Assessment

Effective assessment has a strong foundation when teachers carefully organize and communicate the key learning goals that will be the focus for instruction (Stiggins et al. 15). Teachers and students should communicate about these goals in advance of instruction. To develop a plan for accomplishing a goal, students must understand the criteria for success (Davies 59).

Criteria are the important components and characteristics of performance. A useful strategy for helping students internalize the criteria for performance is to work with the teacher to analyze the characteristics of samples or models that show what the successful performance could look like. In essence, students are invited to talk about the learning, discuss what evidence might look like, and set criteria in order to assess their work in relation to criteria and find evidence to show they have met the criteria (Davies 34–35).

Under the careful management of their teachers (who begin with a clear and appropriate vision of what they want their students to achieve), students are invited to play a role in defining the criteria by which their work will be judged. They learn to apply these criteria, identifying strengths and weaknesses in their own practice work. (Stiggins and Chappuis 13)

The process of constructing student-generated criteria is a four-to-six-week learning-teaching sequence. A general process adapted from one by Gregory, Cameron, and Davies (7–14) is included as BLM 2, “Constructing Student-Generated Criteria for Quality Work,” in the Manitoba Education, Citizenship and Youth document, *Independent Together: Supporting the Multilevel Learning Community* (found on the Department’s website at www.edu.gov.mb.ca/k12/docs/support/multilevel/index.html). That learning teaching sequence may be used by Grade 3 teachers to construct student-generated criteria of the knowledge, skills, strategies, and attitudes used by a proficient reader. It is recommended that teachers and students develop only three to five criteria to reflect essential learning. Keep in mind that “less is more.”

“When teachers talk about what is to be learned and why it is relevant to students’ lives, and invite students to define what it might look like once they’ve learned it, students begin to understand what needs to be learned, and they have a chance to prepare to learn.” (Davies 5)

Teachers may use the “Grade 3 Reading Assessment Criteria for Teacher Use” (see Appendix B) to show students the components and characteristics of successful performance and to help generate criteria. *The Developmental Reading Continuum (Phase 1)* can also be used to help establish the student-generated criteria for quality work.

Conversations with students about their reading are part of developing their understanding of the criteria for proficient reading. Following are possible responses Grade 3 students may communicate when discussing their knowledge, skills, strategies, and attitudes as engaged readers *before, during, and after* reading.

Examples

I talk about what I do as a reader and set challenging reading goals. For example, I can “skip-return” when I am stuck.

I choose different reading materials to show that I am working on my reading goals. Evidence of this is in my reading log.

I look at pictures, make predictions, reread, and think about the letter-sounds, when I am reading a challenging book.

I read aloud with expression. Listen to me read . . .

I find new information in books. Some new thing/s that I learned is/are . . .

I can talk about the events of a story (and discuss main characters). For example, . . .

I make connections to my experiences, other authors, books, and the world. One connection is . . .

Setting Reading Goals

Goal setting is the result of establishing criteria and practising self-reflection/self-assessment. Once students have internalized the criteria for success and are able to assess their work in relation to the criteria, they are able to describe the next step(s) in their learning (Stiggins et al. 245). Setting goals is a means to focus students' learning (Davies 11) and can occur informally or as part of a conference discussion (Stiggins et al. 367).

Goal setting is a strategy that requires explicit instruction and teacher modelling. It usually begins as a whole-class experience. Students will need to hear and see the teacher setting goals, contribute to and reflect on whole-class goals, and take time to practise goal setting before they are able to set realistic goals independently. Students need to set goals that are attainable and appropriate. When students set their goals, they need to

- consider their strengths
- study areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach goals
- revise their goals when appropriate
- share their specific goals with significant people in their lives
- plan timelines and deadlines for goal attainment

Some examples of realistic goals might include the following:

We will / I will

- choose books about things that I know
- choose books to learn more about _____
- choose an “easy” read, a “just right” read, and a “challenge” read for my reading bag
- choose a genre that I have never read before
- choose a book that I can read for Home Reading (or a book for my parent/guardian to read to me)
- make predictions about what the book might be about at Read Aloud and Shared Reading
- ask questions about the book before I start to listen to my teacher at Read Aloud
- read the title of the book and look at the pictures before I start to read by myself
- look at the table of contents before reading to help me think about what I know about the ideas/information
- make “pictures in my mind” when my teacher is reading at Read Aloud
- think about the main character (or topic) when my teacher is reading at Read Aloud
- practise reading smoothly at Shared Reading
- practise my reading with my reading buddy
- think about the author’s strategy (pictures, pattern, repetition, rhyme, etc.) to help me read by myself
- use strategies (reread, skip-return, think about my predictions, think about connections I am making, ask questions as I am reading, think about the story/information so far, ask someone, etc.) when my reading does not make sense
- think about does it “make sense,” “sound right,” and “look right” during reading
- draw the story (or what I learned) after Read Aloud, Shared Reading, and Independent Reading
- talk about my reading at Book Club
- talk about my connections that I have to the book at Read Aloud, Shared Reading, and Book Club
- use a frame to help me show what I know about the story/ideas

The following chart outlines the connections among the following:

- the three levels of performance of Grade 3 Assessment in Reading **Competency 1**
- the Grade 2 end-of-year learning outcomes from *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes*
- observable descriptors from the *Developmental Reading Continuum (Phase 1)*

Connections for Reading Competency 1

Competency 1: Student reflects on and sets reading goals.

Levels of Performance—Grade 3 Entry			
Grade 2 Learning Outcomes	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
<p>General Learning Outcome 1 <i>Student will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.</i></p> <p>1.1.4 Express Preferences Express preferences for a variety of oral, literary, and media texts.</p> <p>1.1.5 Set Goals Develop a sense of self as reader, writer, and illustrator.</p> <p>1.2.1 Develop Understanding Connect new information, ideas, and experiences with prior knowledge and experiences.</p> <p>1.2.4 Extend Understanding Demonstrate curiosity about and question ideas and observations to make sense of experiences.</p> <p>General Learning Outcome 2 <i>Student will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.</i></p> <p>2.2.1 Experience Various Texts Choose to engage in a variety of shared and independent listening, reading, and viewing experiences using texts from a variety of forms and genres [such as legends, video programs, fables, riddles . . .] and cultural traditions.</p>	<ul style="list-style-type: none"> ▪ Participates in discussions about setting class reading goals ▪ Chooses/asks for favourite texts (<i>based on personal experience, interest, author, illustrator, character . . .</i>) ▪ Reflects on class reading goals, with guidance 	<ul style="list-style-type: none"> ▪ Contributes to and begins to reflect on class reading goals ▪ Chooses and reads a variety of pattern/predictable texts with complex sentences and picture supports for enjoyment and curiosity ▪ Sets and reviews personal reading goals at group/individual reading conferences 	<ul style="list-style-type: none"> ▪ Reflects on and sets personal reading goals ▪ Chooses and reads print-rich texts and series (including picture books, longer texts, and less predictable text structures) for enjoyment, information, Reading Buddies, and Silent Reading ▪ Sets and reviews attainable reading goals at group/individual reading conferences
<p>K to Grade 4 English Language Arts Curriculum Framework of Outcomes</p>	<p>Developmental Reading Continuum (Phase 1)</p>		

Competency 2

Student uses strategies during reading to make sense of texts.

What Is This Competency?

Reading is a process of constructing meaning through a dynamic interaction among readers' existing knowledge, the information suggested by the text, and the context of the reading situation. Readers interact with text to create meaning using a variety of skills and strategies. As readers interact with text, they use three language cueing systems as sources of information: semantic, syntactic, and graphophonic systems. The way these three systems work together within their social-cultural context is called the pragmatic system (Goodman, Watson, and Burke 25–29).

"Reading is a process by which children can, on the run, extract a sequence of cues from printed texts and relate these, one to the other, so that they understand the message of the text. Children continue to gain in this complex processing throughout their formal education, interpreting statements of ever-increasing complexity." (Clay, *Becoming Literate* 22)

Semantic cues deal with the overall meaning of the text as well as with the meaning of specific words. Syntactic cues involve the patterns or structures of word order in sentences, clauses, and phrases, and their corresponding punctuation. Graphophonic cues involve written letters and their corresponding spoken sounds. Pragmatics refers to the conventions of language in a particular context. Shopping lists, cartoons, textbooks, picture books, and novels are organized differently, using different print and language styles, and readers respond differently depending on which format they are reading (Goodman, Watson, and Burke 28). The language cueing systems and reading strategies interconnect constantly as reading occurs (Goodman, Watson, and Burke 33).

Readers use specific reading strategies to construct meaning from text. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning (Pearson et al.; Zimmerman and Keene; Miller; Harvey and Goudvis; Routman 118). Proficient readers use reading strategies effectively and automatically, *before*, *during*, and *after* reading to decode and comprehend text.

Before reading, the proficient reader develops a plan for reading by

- activating and building upon prior knowledge and experiences
- predicting what text is about based on text features, visuals, and text type
- setting a purpose for reading

During reading, the proficient reader constructs and confirms meaning and interprets texts by

- connecting new texts with prior knowledge and experiences
- checking predictions for accuracy
- forming sensory images
- making inferences
- determining key vocabulary
- interpreting the key traits of main characters
- self-monitoring difficulty in decoding and comprehending text
- interpreting diagrams, maps, and charts
- posing *how*, *why*, and *what* questions to understand and/or interpret text
- recognizing cause-effect relationships and drawing conclusions

After reading, the proficient reader shares his or her thinking about texts by

- discussing the accuracy of predictions
- summarizing the key ideas
- connecting and comparing information from texts to experience and knowledge
- explaining and describing new ideas and information in own words
- discussing and comparing authors and illustrators
- reflecting on the strategies that helped the most and least and on why

Students need to become aware of the thought processes that go on inside the head as one reads (Miller 56). Initially, explicit teaching may be needed to help Grade 3 students use the reading strategies effectively to construct and confirm meaning while reading. Explicit modelling of the thought processes proficient readers use provides students with a framework for thinking about books. Teachers can create what Debbie Miller calls “anchor charts” with students to note specific examples of the *before*, *during*, and *after* reading strategies. Anchor charts make the thought processes visible and allow teachers and students to make connections from one strategy to another, build on previous learning, and remember specific strategies taught in earlier lessons (Miller 56–57). The Grade 3 classroom should provide many opportunities for students to practise in authentic contexts using texts from the classroom library.

Reading conferences with students on a regular basis permit teachers and students to understand which reading strategies and cueing systems are being used effectively to construct and confirm meaning while reading. When teachers and students are aware of how they understand texts and why they do not, they can then use this information to move teaching and learning forward (Routman 100–105).

Reading conferences can be formal or informal and can include

- noting connections the student is making to other texts, prior knowledge, and experience in the world
- completing notes regarding the student's depth and breadth of engagement with text
- observing the range of text forms and genres, and topics the student is reading
- completing a specific strategy checklist

The Metacognitive Reading Inventory (Manitoba Education and Training, *K to Grade 4 ELA: Foundation* BLM-90) can be used during conferences as a source of guide questions and a strategy observation checklist to assess the processes students use in making meaning.

BLM-90

Metacognitive Reading Inventory

Name _____ Date _____

Place a checkmark in front of the strategies that you use before, during, and after reading:

Before I begin to read, I . . .

- find out who the author and illustrator are.
- make predictions about the book.
- think about why the author wrote the book.
- set my purpose for reading.
- pose questions about the book.

While I am reading, I . . .

- decide if what I am reading makes sense.
- re-read and read on when it does not make sense.
- try to understand the vocabulary used.
- picture what I am reading in my mind.
- get to know the characters.
- predict what will happen next.
- try to answer my questions.

After reading, I . . .

- think back about what I read.
- check to see if my predictions were correct.
- answer my questions.
- form my own opinions about the book.
- ask new questions.
- think about other similar books.
- make connections with events in my own life.

Proficient readers use a variety of strategies to establish meaning. When they encounter unfamiliar words or do not understand what they have read, they are able to work things out (Taberski 9). Proficient readers **monitor** their reading to see if it makes sense semantically, syntactically, and visually. They **search** for semantic, syntactic, and visual cues. They **solve** new words using multiple cueing systems. Proficient readers also **self-correct** their reading when what they have read does not match the semantic, syntactic, and visual cues (Taberski 9; Clay, *Literacy Lessons* 58). They use the reading strategies selectively and flexibly.

Proficient readers may be observed engaging in the following activities when they encounter unfamiliar words or fail to understand what they have read (Taberski 10; Manitoba Education and Training, *K to Grade 4 ELA: Foundation BLM-16*).

<p>When readers get stuck on a word they . . .</p>	<ul style="list-style-type: none"> ■ skip the word and read on ■ think of what word would make sense, sound right, and match the letters ■ use another word that makes sense ■ look at the whole word and think about what sound they hear at the beginning, middle, and end ■ look up the word in a dictionary ■ look for spelling patterns they recognize ■ look for smaller words within the word
<p>When readers do not understand, they . . .</p>	<ul style="list-style-type: none"> ■ reread the sentence, paragraph, or chapter ■ use what they already know about the story ■ read on a little, and then come back to the part that confused them ■ create a “picture” in their mind of what they are reading ■ think about “who’s talking”

Observation of students as they engage in reading texts allows teachers to monitor the progress of students and make adjustments in instruction. Authentic contexts such as Buddy Reading or Shared Reading provide a means for observing the reader’s use of reading strategies as well as of the graphophonic, syntactic, and semantic cueing systems.

While observing, teachers recognize that not all errors or miscues are equal—careful analysis of miscues can yield important information about which cues and strategies the reader is using or failing to use effectively.

As teachers observe readers in a variety of authentic contexts, they ask themselves the following questions:

- Does the error change the meaning of the sentence?
- Is the error acceptable within the context of the whole text or within the structure of the sentence?
- Was the error self-corrected?
- Is the error graphophonically similar to the intended word? Does the error involve sight words, phonics, or syllabication skills?

Teachers may use a reading sample to determine the response patterns demonstrated by students by considering the following:

- Is the student reading for meaning most of the time?
- Does s/he display effective self-correction behaviours?
- How is meaning being constructed? Does the reader use picture and text clues, self-correction, or logical substitutions?
- How is meaning being disrupted? Are there omissions? Is there overreliance on one cueing system? Are there nonsense substitutions? Is the reader ignoring punctuation?

Conferences which focus on a child's reading help teachers

- see which cueing systems and strategies a student uses and the ones he or she might learn to use more effectively
- decide whether the book the child is reading is matched to his or her stage of reading development

A wide variety of rich, quality texts support learning language, learning about language, and learning through language. The goal in text selection is to provide quality literature that will enable readers to think – reflect, figure out words, make meaning, and respond – and to become lifelong readers. The variety of texts used supports conversations about text and about what authors do, provides opportunities to model, practise, and apply strategies *before*, *during*, and *after* reading, and provides examples for creating new texts. These opportunities, which also provide learners with experience in choosing texts, support student goal setting, reflection, and formative assessment.

When selecting texts for reading instruction/assessment and enjoyment, teachers and students need to consider texts that connect to the child's prior knowledge and experiences – texts that the child understands and makes personal connections with – to support meaning. For example, a child who has never been on a farm may have difficulty with a text about harvest and farm life. Teachers also need to be considerate of the student's prior knowledge and experiences with books, and book language. Text sets that are

"No book is really worth reading at the age of ten that is not equally (and often far more) worth reading at the age of fifty." (Lewis 15)

connected to the classroom theme are important for assessment purposes as they offer the reader support in the process of making meaning. Other important considerations regarding texts for the assessment of Grade 3 reading competencies include

- student choice and teacher choice
- non-familiar and familiar texts
- text features that support problem solving and making meaning
- quality texts that enable thinking/comprehension *before* reading, *during* reading, and *after* reading

A bibliography of learning resources for instruction and assessment and criteria for selecting resources is available on the Department's website at www.edu.gov.mb.ca/k12/learnres/wncp/wcpelak-10com_suppl.pdf.

Teachers may also refer to the Quality Literature List available at www.edu.gov.mb.ca/k12/cur/ela/lit_list/lit_list_full.pdf. The Quality Literature List is an annotated bibliography of a range of authentic literature titles that have been successfully used by many classroom teachers and teacher-librarians. Many titles included in this bibliography, as well as literature reviews, are available through the [Instructional Resources Unit](#) (Education Library) at 1181 Portage Avenue, Winnipeg, Manitoba.

Other sources of children's and young adult literature reviews can also be found in online journals such as the following:

- [CM : Canadian Review of Materials](#)
- [Canadian Children's Book News](#) from the Canadian Children's Book Centre

The following chart outlines the connections among the following:

- the three levels of performance of Grade 3 Assessment in Reading **Competency 2**
- the Grade 2 end-of-year learning outcomes from *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes*
- observable descriptors from the *Developmental Reading Continuum (Phase 1)*

Connections for Reading Competency 2

Competency 2: Student uses strategies during reading to make sense of texts.

Grade 2 Learning Outcomes	Levels of Performance—Grade 3 Entry		
	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
<p>General Learning Outcome 2 <i>Student will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.</i></p> <p>2.1.1 Prior Knowledge Make connections between texts, prior knowledge, and personal experiences.</p> <p>2.1.2 Comprehension Strategies Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies [including rereading for story sense].</p> <p>2.1.3 Textual Cues Use textual cues [such as story patterns, titles . . .] to construct and confirm meaning.</p> <p>2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cues to construct and confirm meaning in context.</p> <p>General Learning Outcome 3 <i>Student will listen, speak, read, write, view, and represent to manage ideas and information.</i></p> <p>3.2.4 Access information Use visual and auditory cues to make meaning.</p> <p>3.2.5 Make Sense of Information Make connections between prior knowledge, ideas, information, and . . . written text features [such as table of contents, chapter headings, key words, captions . . .].</p>	<ul style="list-style-type: none"> ▪ Uses letter sounds to help read familiar words and, with assistance, looks at pictures and rereads ▪ Uses own experiences, title, pictures, author, and story structure to make predictions <i>before</i> and <i>during</i> Read Aloud and Shared Reading ▪ Uses title, pictures, and table of contents to talk about information and ideas <i>before</i> and <i>during</i> Read Aloud and Shared Reading ▪ Talks about “pictures in my mind” <i>during</i> Read Aloud and Shared Reading ▪ Talks about punctuation and sentences <i>during</i> Shared Reading ▪ Flips through texts to preview <i>before</i> reading ▪ Practises reading simple/familiar predictable texts, with strong picture support ▪ Stops when reading does not make sense (<i>looks at pictures, asks for help, rereads . . .</i>) ▪ Knows common words <i>during</i> reading ▪ Uses letter sounds to help read unfamiliar words in texts 	<ul style="list-style-type: none"> ▪ Rereads, self-corrects, and talks about the story/information ▪ Talks about purpose/ focus for reading <i>before</i> Read Aloud and Shared Reading ▪ Uses own experiences, title, pictures, and author to make predictions <i>before</i> and <i>during</i> reading, with guidance ▪ Asks questions <i>before, during, and after</i> reading, with guidance ▪ Rereads/self-corrects to make sense of texts ▪ Knows common words across a variety of texts ▪ Uses letter/sound patterns to problem solve unknown words <i>during</i> reading 	<ul style="list-style-type: none"> ▪ Selects and uses a range of strategies such as rereading, previewing, self-correcting, predicting, and visualizing ▪ Explores a variety of comprehension strategies <i>before, during, and after</i> Read Aloud and Shared Reading ▪ Talks about purpose/focus for reading, with guidance ▪ Uses title, chapter titles, story sense, table of contents, key words, and own experiences to make predictions <i>before</i> and <i>during</i> reading, with guidance ▪ Asks questions, makes inferences, and draws conclusions <i>before, during, and after</i> reading, with guidance ▪ Revises predictions <i>during</i> and <i>after</i> reading, with guidance ▪ Reads familiar texts fluently
K to Grade 4 English Language Arts Curriculum Framework of Outcomes	Developmental Reading Continuum (Phase 1)		

Competency 3

Student demonstrates comprehension.

What Is This Competency?

Readers make meaning by interacting with a text and constructing their personal understanding of the information or ideas presented by the author. Students engage in speaking, writing, or representing to compose or construct meaning in an effort to communicate or to express themselves.

Proficient readers are able to apply a wide range of strategies flexibly as they construct meaning and develop creative and critical thinking skills. The strategies used by proficient readers to construct meaning *before*, *during*, and *after* interacting with text include the following (Miller 8):

- activating relevant, prior knowledge (schema) before, during, and after reading text
- creating visual and other sensory images from text during and after reading
- drawing inferences from text to form conclusions, make critical judgments, and create unique interpretations
- asking questions of themselves, the authors, and the texts they read
- determining the most important ideas and themes in a text
- synthesizing what they read

Comprehension is a complex and dynamic process. With thoughtful and purposeful instruction, students learn to use a variety of comprehension strategies *before*, *during*, and *after* interacting with text (Szymusiak, Sibberson, and Koch 212). Students must become familiar and comfortable with processes that allow them to construct meaning using the various cueing systems. Students benefit from explicit strategy instruction and practice in using a wide variety of texts. Teachers facilitate comprehension and personal and critical response when they

- create an environment where reading is valued and seen as a tool for gaining new knowledge and rethinking current knowledge (Miller 12)
- provide a literacy-rich environment with a variety of texts (Manitoba Education and Training, *K to Grade 4 ELA: Foundation 2–55*)

Comprehension is “the inner conversation that we have with text—the voice in our heads that speaks to us. When we are confused, it’s the voice that says, *Huh? I don’t get this part*. When we learn something new, it’s the voice that says, *Wow I never knew that before*. The voice that says, *If anything happens to this character, I will never get out of bed again*. That’s comprehension—how our thinking evolves and changes while we read—not being able to answer a list of literal questions afterward.”
(Harvey and Daniels 29)

- allow students personal choice in materials, and encourage ownership of the comprehension and response processes through reflection and goal setting (Manitoba Education and Training, *K to Grade 4 ELA: Foundation 2-56*)
- assist students in making connections between texts and self, and model and encourage both personal and critical response (Manitoba Education and Training, *K to Grade 4 ELA: Foundation 2-55*)
- think aloud using high-quality literature and well-written non-fiction (Miller 12)
- make thinking public by creating anchor charts that children can refer to, add to, or change over the course of the year (Miller 12)
- provide formal and informal interactions with peers that include sharing of responses and exchanges about issues encountered in texts (Manitoba Education and Training, *K to Grade 4 ELA: Foundation 2-56*)

Teacher language that can nurture comprehension includes prompts such as the following (Harvey and Daniels 30):

- What do you think?
- What did you learn?
- What do you visualize?
- What makes you say that?
- What makes you think that?
- What did you learn that you think is important to remember?
- Why does it matter?
- What do you think the author most wants you to get out of this?
- Say more about that.

"It is essential to provide opportunities for children to talk about what they are learning and the strategies they are using for inquiry. These questions and dialogue need to be genuine acts of communication and not simply a rote reaction to situations controlled by an adult." (Hoyt 13)

In assessing students' critical and thinking skills teachers can engage in conversations and response activities that encourage students to connect, infer, question, determine importance, synthesize, and react to information in texts with reference to

- their favourite part/event/character
- something they learned or something they are wondering about
- their understanding of characters, events, settings, ideas, or information
- connections made between texts, prior knowledge, and personal experiences

In order to assess comprehension appropriately, the conversations and learning activities that the teachers and students engage in must be related to the purpose for reading. Teachers can use the following Comprehension Focus (Before, During, and After Reading), BLM-6, from *Kindergarten to Grade 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training) to focus the conversations and response activities.

BLM-6

Comprehension Focus (Before, During, and After Reading)

Does the student

choose appropriate skills and strategies:

- set goals
- preview
- scan
- memorize
- skim
- use close reading
- decide upon appropriate reading rate

use prior knowledge:

- connect previous experiences
- describe and build connections
- develop own questions
- explain connections
- revise thinking

monitor comprehension:

- predict
- look back
- confirm or reject predictions
- reread
- self-correct as necessary
- ask for help

interpret information:

- comprehend what is stated in the text
- infer what the author means that is not stated

use strategies for thinking:

- set purpose
- find main idea
- gather information
- organize information
- remember details
- understand relationships
- analyze information and ideas
- generate questions and ideas
- see new connections
- evaluate information and ideas
- develop memory strategies

use text features to enhance understanding:

- key ideas, sequence, title, author, table of contents, chapters, headings, subheadings, index, glossary, italics, boldface, paragraphing, punctuation, illustrations, diagrams, graphs, charts, references, bibliography

evaluate ideas/text:

- genre/form
- problem/solution
- point of view
- mood/tone
- characterization
- theme
- style
- intended audience
- author's purpose
- fiction/non-fiction
- cause/effect

Teachers can also use the following guidelines (Taberski 70) to support their assessment of students' comprehension.

When students understand what they have read, they may

- begin by summarizing what happened
- use illustrations to support what they're saying
- refer to the text to back up what they're saying
- give examples
- spontaneously give information about the story or text
- respond emotionally to the text—they may laugh or express how sad it made them feel
- make connections between this book and others they have read, or relate the book to experiences they have had

The following chart outlines the connections among the following:

- the three levels of performance of Grade 3 Assessment in Reading **Competency 3**
- the Grade 2 end-of-year learning outcomes from *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes*
- observable descriptors from the *Developmental Reading Continuum (Phase 1)*

Connections for Reading Competency 3

Competency 3: Student demonstrates comprehension.

		Levels of Performance—Grade 3 Entry		
Grade 2 Learning Outcomes		Needs Ongoing Help	Approaching Expectations	Meeting Expectations
<p>General Learning Outcome 2 <i>Student will listen, speak, read, write, view, and respond to comprehend and respond personally and critically to oral, literary, and media texts.</i></p> <p>2.1.2 Comprehension Strategies Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies [including rereading for story sense].</p> <p>2.2.2 Connect Self, Texts, and Culture Discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].</p> <p>2.2.3 Appreciate the Artistry of Texts Identify and express the feeling of people in oral, literary, and media texts.</p> <p>2.3.1 Forms and Genres Recognize that information and ideas can be expressed in a variety of forms and genres [such as poetry, articles, stories, songs . . .].</p> <p>General Learning Outcome 5 <i>Student will listen, speak, read, write, view, and respond to celebrate and to build community.</i></p> <p>5.1.3 Appreciate Diversity Connect situations portrayed in oral, literary, and media texts to personal experiences.</p>		<ul style="list-style-type: none"> Understands, with assistance, main characters, or ideas, and makes connections to personal experiences Talks about main characters, event(s), or idea(s) <i>before, during, and after</i> Read Aloud Represents (<i>draws, labels, acts out . . .</i>) favourite stories or parts of stories Responds to Read Aloud and Shared Reading through interactive writing (<i>webs, story maps, Slim Jims . . .</i>) 	<ul style="list-style-type: none"> Understands main characters, events, or information and, with prompting, makes connections between texts, prior knowledge, and personal experiences Asks questions <i>before, during, and after</i> reading, with guidance Talks about main character(s), event(s), and idea(s)/information in texts, and makes connections to self, texts, and the world, with guidance. Records/organizes ideas and information from fiction and non-fiction texts (<i>Using highlighters, self-adhesive notes, webs, story maps, graphic organizers, Slim Jims . . .</i>) <i>during</i> and <i>after</i> Read Aloud and Shared Reading Represents reading (<i>through drawing, writing, drama . . .</i>) Uses sentence patterns and interesting words from reading to create own texts, with guidance 	<ul style="list-style-type: none"> Understands characters, events, settings, ideas, or information in a variety of texts, and makes connections between texts, prior knowledge, and personal experiences Explores a variety of comprehension strategies <i>before, during, and after</i> Read Aloud and Shared Reading Asks questions, makes inferences, and draws conclusions <i>before, during, and after</i> reading, with guidance Revises predictions <i>during</i> and <i>after</i> reading, with guidance Gathers, records, and organizes ideas and information from a variety of sources, with guidance Reads and follows instructions, with guidance Discusses characters, settings, ideas, events, information, and “pictures in my mind” (<i>at book clubs, in literature circles . . .</i>) Talks about/represents connections to own experiences and other texts <i>during</i> and <i>after</i> Read Aloud and Shared Reading Uses models and ideas from literature shared during Read Aloud and Shared Reading to create own texts
<p>K to Grade 4 English Language Arts Curriculum Framework of Outcomes</p>		<p>Developmental Reading Continuum (Phase 1)</p>		

REPORTING ASSESSMENT RESULTS

Overview of the Reporting Process

Schools report each student's performance in two ways: to parents, distributed in a timely manner, and to Manitoba Education, Citizenship and Youth no later than the end of November. The reporting of student achievement is to reflect student performance as of the last week of October.

Student performance reflects cumulative growth and achievement as a result of instruction over previous years. Therefore, it is appropriate to share the information with the teacher team in the school to foster collaborative efforts to improve student learning.

Sending Results to Parents

Schools use the reporting forms provided by the Department to communicate results to parents. These reports are to be signed by the teacher and the principal, and copies are to be kept in students' cumulative files.

Schools or school divisions that wish to incorporate reporting for this policy into other reporting procedures rather than using the provincial reporting templates must first obtain authorization from Manitoba Education, Citizenship and Youth.

Sending Results to the Department

Schools will report individual student results to the Department by the end of November. Schools will receive a letter each fall describing the procedures for reporting data to the Department using a web-based application. Information in the web-based application will be provided on a student-by-student basis and will be based on September 30 enrolment data of the previous year. Procedures for adding new students and removing students no longer enrolled will be provided.

Student Performance below Competency Criteria

If a student's performance level is below the lowest level described in the reporting template for a given competency, and the student has, or will soon have, an individual education plan (IEP), it is not necessary to send a report home to parents, provided that appropriate communication between home and school is ongoing. Reporting to the Department is still a requirement. As well, a copy of the completed report must be kept in the student's cumulative file. No performance levels will be indicated for the competencies and the comment section should be used to explain the circumstances.

For students whose level of performance is below the lowest level on the report, an option will be provided for each competency to indicate that the student is performing below the lowest performance level described on the reporting form for the competency.

Students with Exceptional Circumstances

In rare instances, it will not be possible to report the assessment results to parents or to the Department as required by the policy due to “exceptional circumstances.” For example, the student might have arrived in the province in late October with no performance information available. Such a student may be exempted from the reporting process, provided the parents are informed, they give consent, and the school makes a request that includes the details of the circumstances to the Department by the end of October.

The formal request letter must include

- school name
- student name and MET number
- description of the exceptional circumstances
- statement that the parent approves of the exemption
- school contact person with title, telephone number, and signature

The request may be mailed or sent by fax to

English Program

Coordinator, Assessment Unit
Instruction, Curriculum and Assessment Branch
1567 Dublin Avenue
Winnipeg MB R3E 3J5
Fax: 204-948-2442

Français or French Immersion Program

Directrice, Direction des services de soutien en éducation (Section évaluation)
Bureau de l'éducation française
309-1181 Portage Avenue
Winnipeg MB R3G 0T3
Fax: 204-948-3234

Once the exemption from reporting is granted by the Department, no reporting to parents is required. For reporting to the Department, no further action is required. The exemption is indicated in the data and no performance levels for any of the competencies are reported.

USING ASSESSMENT DATA

The information gleaned from the Grade 3 and Grade 4 Assessment is used in the classroom, in the school and school division, and by the Department.

Classroom

At the classroom level, teachers, students, and parents can use the assessment data as additional information to set goals and monitor progress over time. Particularly if students are having difficulty in one or more of the competencies, special attention by the teacher, support teachers, parents, and the student is necessary to address newly identified areas of concern or to continue support for the student.

School and School Division

The data sent by schools will be summarized by the Department and returned to schools and school divisions. This data can be used to inform decisions on how best to support Early Years learners and to identify areas of strength or concern. Educators could also use the data to identify possible professional learning priorities or resources at the school and school division levels.

Province

The provincial summary of the data will provide a snapshot of how students are performing province-wide. Analyzing and reflecting on this summary of data each year will influence future policies and decisions about how best to support Early Years learners.

APPENDICES

Appendix A: Planning with the End in Mind
(sample planning sheet for Grade 3 Assessment in Reading)

Competencies	Competency 1 <i>Student reflects on and sets reading goals</i>	Competency 2 <i>Student uses strategies during reading to make sense of texts</i>	Competency 3 <i>Student demonstrates comprehension</i>
Assessment Strategies/ Tools General Ideas and Checklists See <i>Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation</i> (FFI), 1998, Column 3: Suggestions for Assessment Sources for Generating Criteria <i>Developmental Reading Continuum (Phase 1) or Grade 3 Reading Assessment Criteria for Teacher Use</i>			
Observation/ Anecdotal Records <ul style="list-style-type: none"> Focused Observation: BLM 5 <i>Independent Together (IT)</i> Daily Observation: BLM 6 (<i>IT</i>) 			
Conferences/ Conversations <ul style="list-style-type: none"> Over the shoulder Planned 			
Whole-Class and Self-Reflections <ul style="list-style-type: none"> Y-chart: BLM 1 (<i>IT</i>) 			
Portfolios : The student's evidence			
Reading Assessments: <i>Not all students need to have these assessments. Running Records and Miscue Analysis may be a regular means of monitoring reading for students at risk.</i>			

Appendix B: Grade 3 Reading Assessment Criteria for Teacher Use

Competency: Student purposefully reads a variety of texts from the classroom library in a social setting.	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
Student reflects on and sets reading goals	<ul style="list-style-type: none"> ▪ Chooses /asks only for favourite texts ▪ Begins to reflect on reading strategies with guidance ▪ Uses reading criteria and begins to participate in classroom goal setting to plan “what I can do” to be a better reader 	<ul style="list-style-type: none"> ▪ Chooses and reads predictable texts for enjoyment ▪ With guidance, reflects on own reading strategies ▪ Participates in goal setting by talking about the criteria and “what I did that helped me” be a better reader, and sets new reading goals, with assistance 	<ul style="list-style-type: none"> ▪ Chooses and reads a wide variety of texts from the classroom library for enjoyment and information ▪ Reflects on criteria and realistic goals (e.g., “I am going to think about/predict what I already know about the text before I start reading”) with assistance
Student uses strategies during reading to make sense of texts	<ul style="list-style-type: none"> ▪ Uses familiar strategies with prompting ▪ Looks at pictures, rereads, or asks for help when reading does not make sense ▪ Uses letter sounds to help read unfamiliar words 	<ul style="list-style-type: none"> ▪ Requires prompting to try alternative strategies ▪ Rereads, self-corrects, and talks about the story to make sense of texts 	<ul style="list-style-type: none"> ▪ Previews, predicts, questions, visualizes, rereads, self-corrects, thinks about the “pictures in my mind,” and makes connections to prior knowledge
Student demonstrates comprehension	<ul style="list-style-type: none"> ▪ Represents favourite stories or parts of stories ▪ Makes personal connections to texts and the world during Read Aloud and Shared Reading ▪ Responds to Read Aloud and Shared reading through interactive writing, dramatic play, drawing, etc., with assistance 	<ul style="list-style-type: none"> ▪ Talks about main character(s), event(s), and idea(s)/ information in texts with guidance ▪ Makes connections to self, texts, and world, with guidance ▪ Responds to reading through drawings, writing, drama, etc. 	<ul style="list-style-type: none"> ▪ Talks about and represents (responds through drawing/ painting, dance, dramatic play, journal writing, etc.) favourite part/event/character, something learned or wondering about, connections to self, other texts, world, etc., with guidance

BIBLIOGRAPHY

- Canadian Children's Book Centre. *Canadian Children's Book News*.
www.bookcentre.ca/publications/canadian_childrens_book_news (17 Aug. 2009).
- CM: *Canadian Review of Materials*. www.umanitoba.ca/cm/ (17 Aug. 2009).
- Clay, Marie M. *Becoming Literate: The Construction of Inner Control*. Auckland, NZ: Heinemann Education, 1991.
- . *Literacy Lessons Designed for Individuals, Part One: Why? When? and How?* Auckland, NZ: Heinemann Education, 2005.
- Cooper, Damian. *Talk about Assessment: Strategies and Tools to Improve Learning*. Toronto, ON: Thomson Nelson, 2007.
- Davies, Anne. *Making Classroom Assessment Work*. 2nd ed. Courtenay, BC: Connections Publishing, 2007.
- Goodman, Yetta M., Dorothy J. Watson, and Carolyn L. Burke. *Reading Miscue Inventory: Alternative Procedures*. New York, NY: Richard C. Owen Publishers, Inc., 1987.
- Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria: For Use in Middle and Secondary School Classrooms*. Merville, BC: Connections Publishing, 1997.
- Harvey, Stephanie, and Harvey Daniels. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann, 2009.
- Harvey, Stephanie, and Anne Goudvis. *Strategies that Work: Teaching Comprehension to Enhance Understanding*. York, ME: Stenhouse Publishers, 2000.
- Hoyt, Linda. *Revisit, Reflect, Retell: Time-Tested Strategies for Teaching Reading Comprehension*. Updated ed. Portsmouth, NH: Heinemann, 2009.
- Leahy, Siobhan, Christine Lyon, Marnie Thompson, and Dylan William. "Classroom Assessment: Minute by Minute, Day by Day." *Educational Leadership* 63.3 (Nov. 2005): 18–25.
- Lewis, C. S. *Of Other Worlds: Essays and Stories*. Orlando, FL: Harvest-Harcourt, 1966.
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998.
- Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at www.edu.gov.mb.ca/k12/docs/support/multilevel/index.html.
- Manitoba Education, Citizenship and Youth. *Instructional Resources (Library)*.
www.edu.gov.mb.ca/k12/iru/index.html (17 Aug. 2009).

- . *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Available online at www.edu.gov.mb.ca/k12/assess/docs/my_policy/index.html.
- . *Quality Literature List*. www.edu.gov.mb.ca/k12/cur/ela/lit_list/lit_list_full.pdf (17 Aug. 2009).
- . *Thinking Like a Reader: Developmental Reading Poster for Readers and Educators*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Available online at www.edu.gov.mb.ca/k12/cur/ela/drc/index.html,
- . *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at www.edu.gov.mb.ca/k12/assess/wncp/index.html.
- Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Markham, ON: Pembroke Publishers Limited, 2002.
- Pearson, P. David, J. A. Cole, G. G. Duffy, and L. R. Roehler. "Developing Expertise in Reading Comprehension: What Should Be Taught and How Should It Be Taught?" *What Research Has to Say to the Teacher of Reading*. 2nd ed. Ed. J. Farstrup and S. J. Samuels. Newark, DE: International Reading Association, 1992.
- Routman, Regie. *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann, 2003.
- Stiggins, Rick, and Jan Chappuis. "Using Student-Involved Classroom Assessment to Close Achievement Gaps." *Theory into Practice* 44.1 (Feb. 2005): 11–18.
- Stiggins, Richard J., Judith A. Arter, Jan Chappuis, and Stephen Chappuis. *Classroom Assessment for Student Learning: Doing It Right – Using It Well*. Portland, OR: Assessment Training Institute, 2004.
- Szymusiak, Karen, Franki Sibberson, and Lisa Koch. *Beyond Leveled Books: Supporting Early and Transitional Readers in Grades K–5*. Portland, ME: Stenhouse Publishers, 2008.
- Taberski, Sharon. *On Solid Ground: Strategies for Teaching Reading K–3*. Portsmouth, NH: Heinemann, 2000.
- Western Canadian Protocol for Collaboration in Basic Education. *Kindergarten to Grade 10 English Language Arts Resources: Compilation of Annotated Bibliographies from 1997 to 2001*. Winnipeg, MB: Manitoba Education, Training and Youth, 2002. Available online at www.edu.gov.mb.ca/k12/learnres/wncp/wcpelak-10com_suppl.pdf.
- Zimmerman, Susan, and Mary Oliver Keene. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann, 1997.



Printed in Canada
Imprimé au Canada