The teaching and learning of reading is a core learning priority at International School Suva. Improved student achievement and outcomes in reading secures success across all learning areas and beyond. Switching students onto reading and developing fluent, competent, independent problem-solvers who willingly read for different purposes are our goals. Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader’s purpose for reading, the reader’s prior knowledge and experience, and the text itself. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text. Proficient readers can identify universal themes, issues, or the BIG IDEAS of a text.

READING, THE PYP AND FIRST STEPS IN READING

Acknowledging that learning language is a developmental process, the Language scope and sequence in the PYP program (Language in the PYP, 2009) and First Steps in Reading present a set of developmental continuums that are designed as diagnostic tools to assist teachers in planning language learning experiences for students, and in monitoring students’ development throughout the primary years. The continuums make explicit the conceptual understandings that need to be developed at each phase.

First Steps in Reading highlights the critical need to explicitly teach a range of reading strategies to ensure students are able to successfully access reading cues, such as strategies to identify unknown words and comprehend texts. A comprehensive approach to reading instruction means the utilization of a range of reading procedures such as guided, shared and independent reading; varied group structures such as ability, social dynamics and small group/whole class; a range of data collection tools; introducing a variety of texts; a range of reading strategies inclusive of explicit demonstrations, scaffolding and opportunities to practice; integrated reading instruction across the curriculum and supporting reading development through the other strands of writing, speaking and listening and viewing and presenting.

At ISS Primary we reflect the beliefs underpinning both PYP and First Steps which include focusing on strategies, being investigative, being reflective, scaffolding, differentiating, embedding reading experiences in all areas and working collaboratively.

To, With and By (Guided, Shared and Independent Reading)

This model builds upon a range of existing school resources and reading instruction practices and provides a language to describe reading instruction across a whole school community.

TO (red light) I do! Model the habits and strategies of a proficient reader to students.
WITH (amber light) We do! Conduct regular guided reading instruction to teach the strategies with students.
BY (green light) You do! Provide time for independent (95-99% accuracy) fiction and non-fiction reading by students.

READING – ON – THE – SAME – PAGE

This uses a well chosen piece of focus text at an instructional level to explicitly teach text processing and reading comprehension strategies. Students are given opportunities for repeated reading as they revisit the text and ‘linger longer’ with a text to develop fluency, to ensure comprehension, to engage in thoughtful dialogue, to provide chances for creative response, higher order thinking and to critically reflect on the text and themselves as readers.

Example Text – Scientists in Antarctica

Pre-reading data: Begin word web to answer the questions, ‘Why would scientists go to Antarctica?’

SCORE: Demand Reading Strategy utilizing Skim and Scan, Connect and Question, Organising your Thinking, Reading and Reflecting and Being the Expert.

Vocabulary: Read text to students. “Clunk box” challenging vocabulary and use cues to determine meanings of challenging vocabulary.

Cold Timing: First independent oral read of focus text. Reading rate recorded.

It’s now time to ‘linger longer’

Comprehension Strategies, Repeated reading text daily (TO, WITH AND BY), Top Level Structure, Sentence work using strategies such as DART, Work Work including finding definitions of words, word building, suffixes, creating glossaries, word sorts, textual knowledge (text type investigation), extension work using graphic organizers.

Hot Timing: Final independent oral read of focus text. Check reading accuracy, reading rate and delivery (expression and prosody).

Post-reading data: Complete word web to answer question, ‘Why would scientists go to Antarctica?’

Reflection: Identify the BIG IDEAS or key concepts and reflect on learning. Review personal reading goals.

KEY READING RESOURCES

First Steps in Reading – Reading Map of Development
First Steps in Reading – Linking Assessment Teaching and Learning
First Steps in Reading – Reading Resource Book
SCORE Strategy
PYP Language Scope and Sequence
Reading on the Same Page Strategies
Making the PYP Happen
### Reading Benchmarks

Reading Benchmarks to be used as a guide only and in relation to all available assessment information. (at year level standard by end year)

<table>
<thead>
<tr>
<th>Assessment Device</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Frequency Words e.g. M100W</td>
<td>10-12</td>
<td>100</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM Benchmark</td>
<td>3</td>
<td>16</td>
<td>22</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAT-R Reading Stanine</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>ISA Reading</td>
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</tbody>
</table>

### Differentiated Instruction

**Differentiation is a way of teaching and availing all students with the opportunity to access the PYP curriculum.**

- Whole class instruction is identified by the PYP curriculum and scope and sequence/school programs, study of focus texts, focus reading strategies (SCORE) and vocabulary building.
- Group instruction is focused instruction at a group level. (pairs or small groups whose membership changes as needed)
- Individual instruction included personal fiction and non-fiction reading and focused individual support/extension.
- Assessment is continual to identify students’ strengths and areas of need.
- Problem Solving focuses on issues and concepts rather than the book or the text, encouraging students to explore BIG ideas and expand understanding of key concepts.
- Providing student’s choice in reading experiences and in tasks and projects.

### Assessment Schedule

A whole school plan of systematic reading assessment requirements, classroom assessments and short term goal setting around the aspects of reading for individuals/groups is available.

### Sequenced Teaching and Learning

**Consider how students learn best by using a variety of teaching strategies:**

- Direct Teaching is highly structured
- Interactive Teaching supports students in working collaboratively and productively in active, hands-on, and participatory learning.
- Indirect Teaching is learner-centered, giving students the opportunity to make decisions and choices about their learning.
- Experiential Teaching involves students in learning from experiencing real, simulated or dramatized situations.

### The Five Aspects of Reading

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Knowledge of Texts</th>
<th>Knowledge of the World</th>
<th>Active Comprehension Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Features</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Knowledge of Texts</strong></td>
<td><strong>Knowledge of the World</strong></td>
<td><strong>Active Comprehension Strategies</strong></td>
</tr>
<tr>
<td>Text processing strategies</td>
<td>Oral language experiences</td>
<td>Genres/text types across learning areas</td>
<td>Connection of known to new knowledge</td>
<td>Strategy use before-during-after reading</td>
</tr>
<tr>
<td>Metalinguistics – phonological awareness</td>
<td>Language rich environment</td>
<td>Audience/purpose of texts</td>
<td>Building of field/subject/domain knowledge</td>
<td>Metacognitive use of comprehension strategies: activate prior knowledge, predict, question, infer, identify main idea, visualize, monitor, summarise, reflect</td>
</tr>
<tr>
<td>– phonemic awareness – graphophonics</td>
<td>Word learning strategies such as context clues, word parts and dictionary use</td>
<td>Written, visual and media texts</td>
<td>Identification of ‘BIG IDEAS’</td>
<td>ISS Comprehension Strategies</td>
</tr>
<tr>
<td>Automaticity of word decoding</td>
<td>Metalanguage of reading</td>
<td>Text form/structure</td>
<td>Encouragement of questioning,</td>
<td>Meaning organization of texts</td>
</tr>
<tr>
<td>Sight word automaticity and accuracy</td>
<td></td>
<td>Language features</td>
<td>sense of wonder and inquiry</td>
<td></td>
</tr>
<tr>
<td>Oral Delivery</td>
<td></td>
<td>Skim, scan, close and continuous reading</td>
<td>Interest in local and current events</td>
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</tr>
</tbody>
</table>

### ISS Suggested Strategies & Resources

- **Daily Reading TO, WITH & BY/DEAR time:**
  3 Cueing Systems
  Word Sorts
  Sight and High Frequency Words
  5 Finger Test for independent text choice
  Repeating reading and revisiting of text
  High accuracy independent reading

- **ISS Suggested Assessment:**
  In context of learning area tasks
  Letter, sound, sight word checklists
  One Minute Reads – cold/hot timing
  Running Records

- **In context of learning area tasks:**
  WORDY vocabulary continuum
  Cloze
  Multiple Choice

- **Text annotation:**
  Graphic overlays
  Compare/contrast text types
  Summary – narrative – 4 steps
  Summary – exposition – IBET
  Summary – report – 5 fact stack
  Summary – procedure – freeze frames

- **In context of learning area tasks:**
  Library borrowing statistics – fiction/non-fiction
  In context of learning area tasks
  Visible Thinking to capture and compare pre and post-reading data. E.g. Word Webs, KWL, probe questions
  Focused Observation

- **Connect Text-Self, Text-Text, Text-World Inquiry Learning:**
  Shared Experiences
  Creative representation of unit of inquiry
  View and respond to current affairs

- **Think Alouds:**
  Reciprocal Teaching
  SCORE
  Top Level Structure
  3 Level Reading Guide
  Questioning e.g. QCube, QChart
  Inking your Thinking
  Higher Order Thinking: 6 hats, Blooms