
Appendix A: Bookmarks

A1: Strategy Bookmarks

Remember to

make connections



Think, "What does the text remind you of?"

T-S (text to self)
T-T (text to text)
T-W (text to world)

visualize



Create pictures and images in your mind.

infer



Look for hints the author has left about the text.

question



Ask questions about the text.

determine importance



Think of your purpose for reading, "What are you trying to find out?" Read for key information.

analyse



Look closely at the text, "How is it written? What is it about?"

synthesize



Build new ideas. Think of what you already knew and how this knowledge fits with what you have just read.

Remember to

predict



Ask, "What will the text be about?"

confirm



Ask, "Does this match my predictions?"

monitor



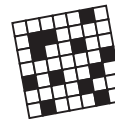
Think, "How is my reading? Is the text too difficult?"

self-correct



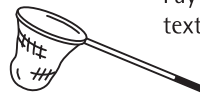
Use a fix-up strategy when you get stuck (reread, read on, ask for help, use context clues).

word solve



Use a variety of strategies to figure out unfamiliar words (look for smaller words in the word, common rimes; consider word meanings).

sample/gather



Pay attention to parts of the text that are helpful.

maintain fluency



Read smoothly with expression. Remember to follow the punctuation cues.

A2: Notes to Myself Bookmark

notes to myself	<p>page number:</p>	<p>page number:</p>
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notes to myself	<p>page number:</p>	<p>page number:</p>
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notes to myself	<p>page number:</p>	<p>page number:</p>
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Appendix B: Anecdotal Records/ Checklists

B1: Observational Checklist

Name: _____

Grade/Age: _____ Date: _____

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in book discussions				
Reads independently				
Selects books that are at an appropriate reading level				
Reads a variety of genres and forms				
Uses text features (e.g., table of contents, glossary, index, headings, bold print) to overview books, locate information, and better understand the text				
Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)				
Recognizes that authors use different organizational patterns to present information				
Summarizes and retells information clearly and accurately				
Uses prior knowledge to construct meaning				
Poses questions to clarify meaning and find information				
Monitors reading and knows when meaning breaks down				
Effectively uses a variety of "fix-up" strategies to self-correct				
Uses a variety of strategies to figure out unfamiliar words				

B3: Observation and Planning Sheet I

Name: _____

Date	Notes and Observations (what the student can do)	Future Instructional Focus (one–two areas)

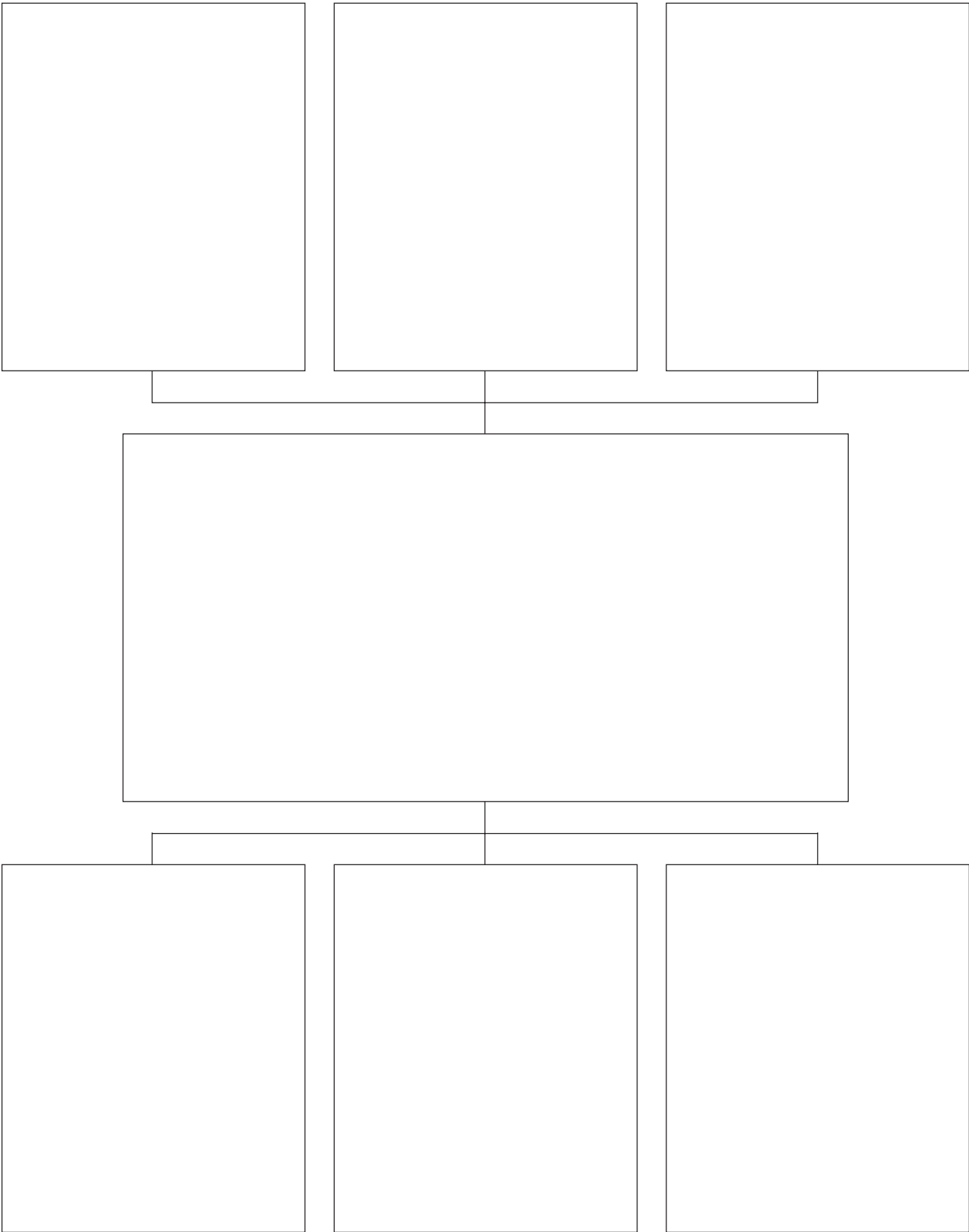
B4: Observation and Planning Sheet II

Student Name and Date	Notes and Observations (what the student can do)	Future Instructional Focus (one–two areas)
Name: Date:		
Name: Date:		
Name: Date:		
Name: Date:		
Name: Date:		

Appendix C: Reading Log

Appendix D: Graphic Organizers

D1: Cause-and-Effect Chart



D2: Predict, Support, Reflect

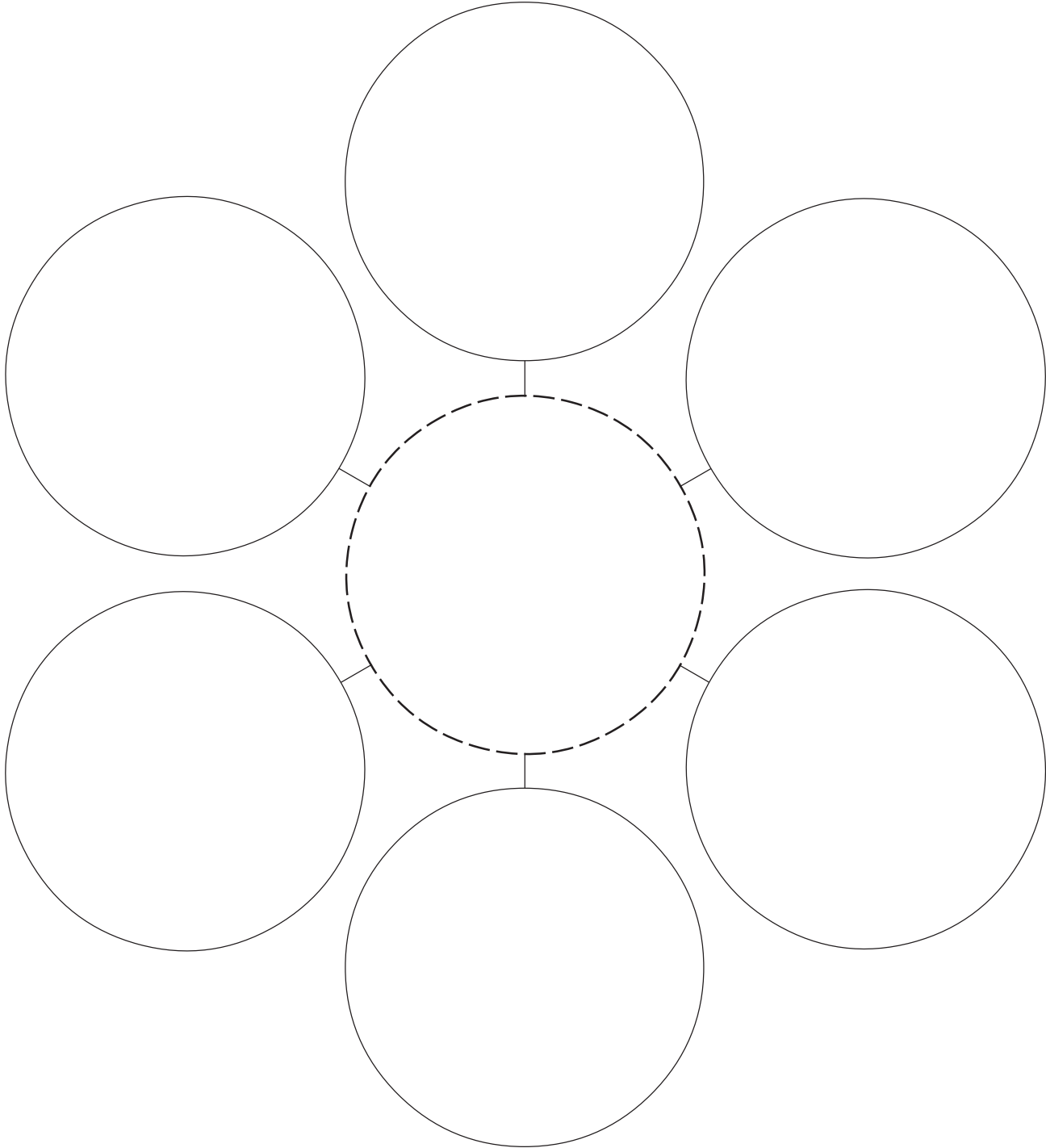
Reflect How does the text compare to your predictions?	
Support Give evidence from the text or personal experience.	
Predict What will the text be about?	

D3: Compare-and-Contrast Chart

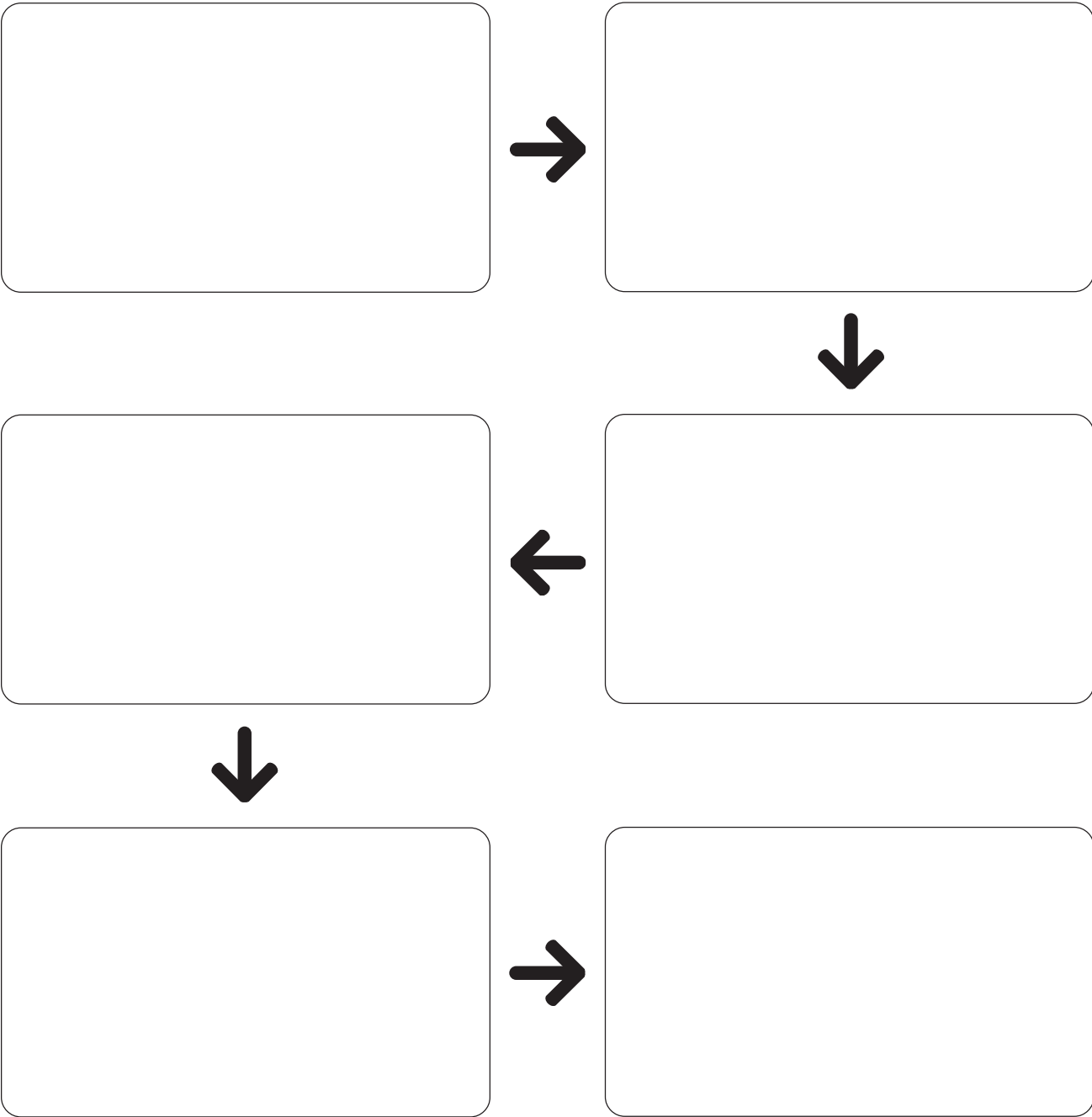
How are	and	alike?

How are	and	different?

D4: Concept Web



D5: Flow Chart

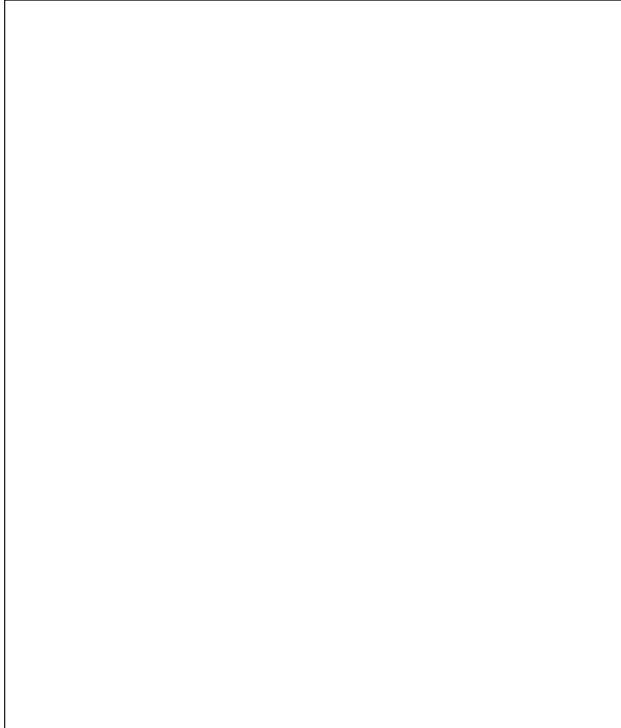


D6: FQR Chart


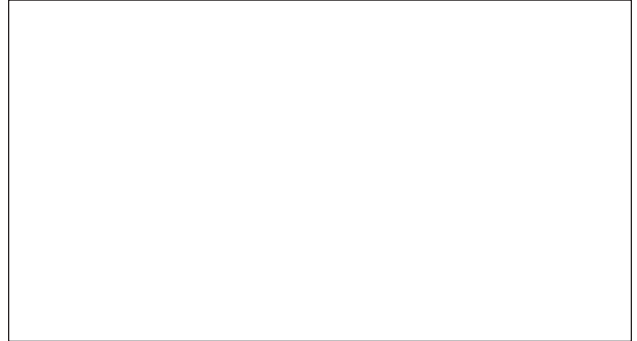
R Response	
Q Questions	
F Facts	

D7: Ideas/Details Charts

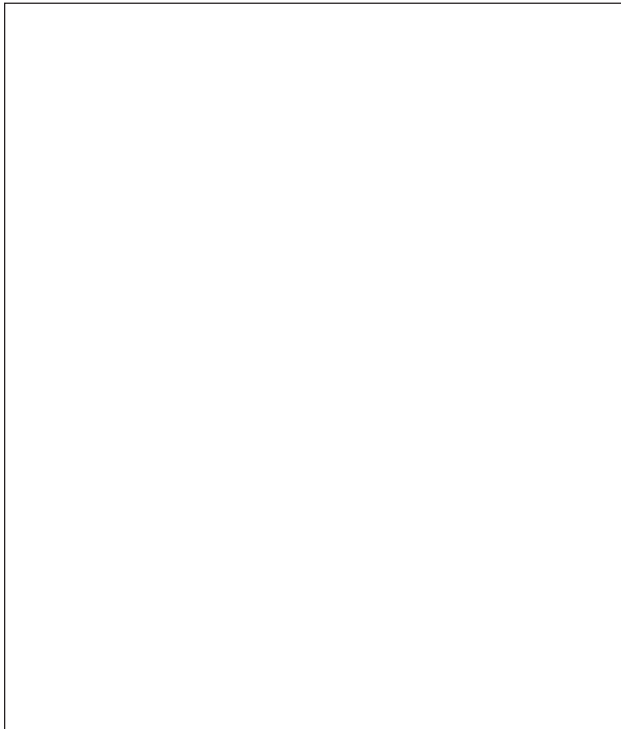
Important Ideas



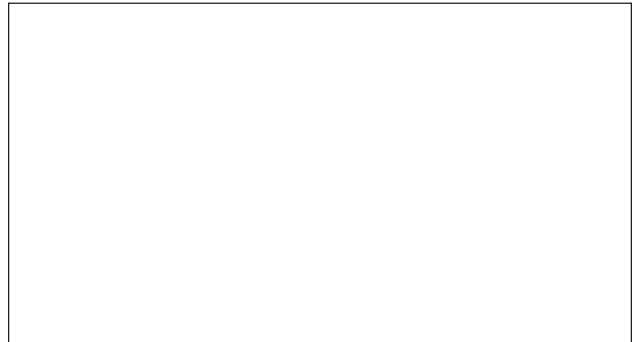
Details



Important Ideas



Details



D8: QUIC Chart

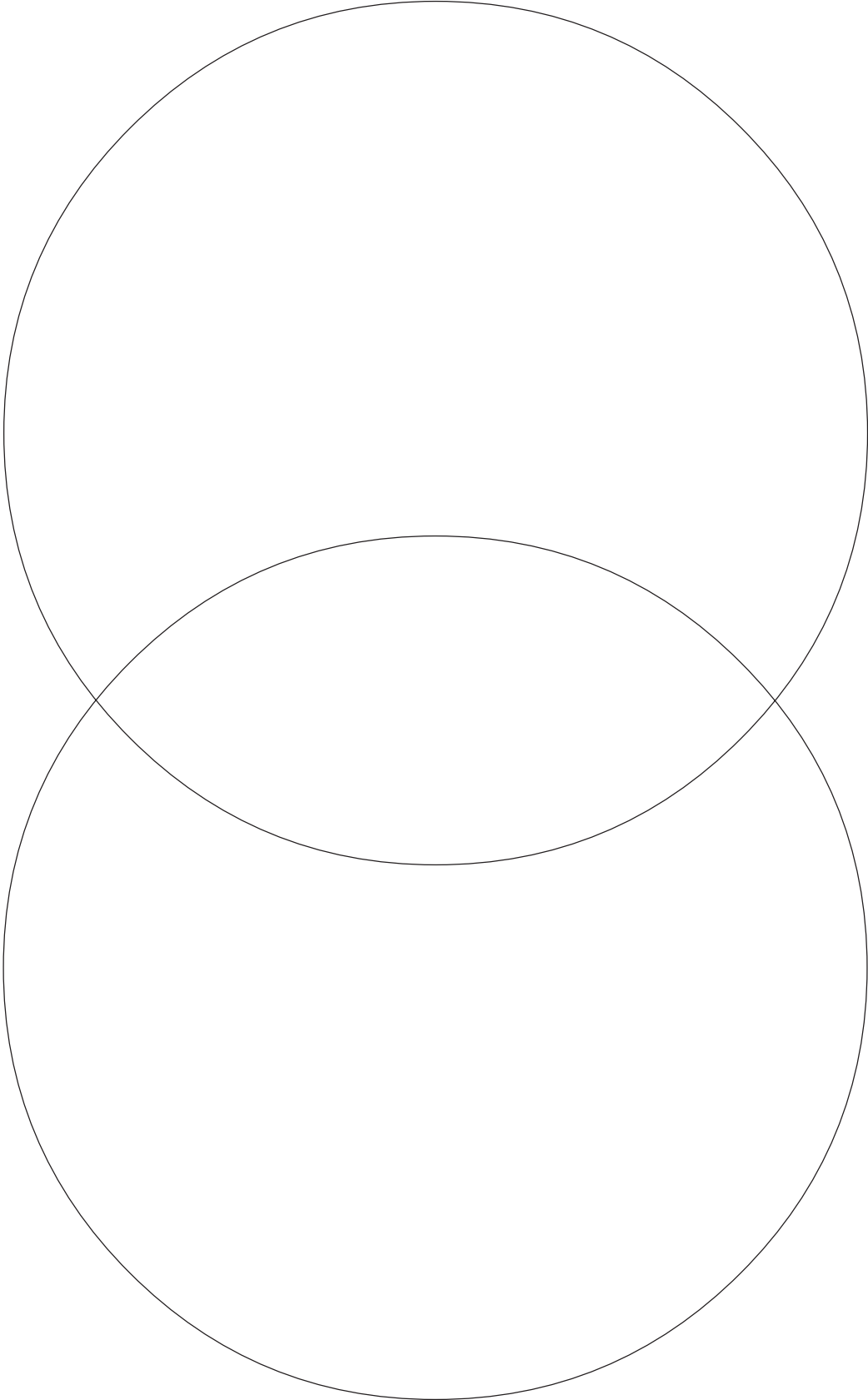
C Connections	
I Important Ideas	
QU Questions	

D9: What I Read/What I Think

What I Read

What I Think

D10: Venn Diagram



Appendix E: Portfolio Checklist

E: Portfolio Checklist




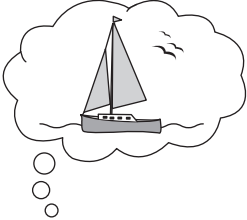
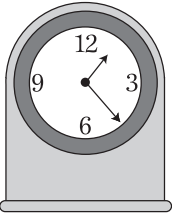
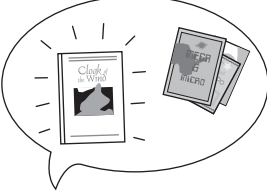
The following artifacts should be included in the portfolio:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Appendix F: Self-Assessment

F1: I Can ...

Name: _____

<p>I can ...</p>  <p>choose "just right" books</p>	<p>I can ...</p>  <p>predict what will happen</p>	<p>I can ...</p>  <p>ask questions about the book</p>
<p>I can ...</p>  <p>see a picture in my head when I read</p>	<p>I can ...</p>  <p>read by myself for minutes or longer</p>	<p>I can ...</p>  <p>talk with others about my books</p>
<p>I can ...</p>	<p>I can ...</p>	<p>I can ...</p>
<p>I need to work on ...</p>	<p>I need to work on ...</p>	<p>I need to work on ...</p>

F2: I Can ...

Name: _____

Check those you can do well.

- choose books that are “just right” for me
- predict what will happen (before reading and as I am reading)
- think of something that the text reminds me of
- ask questions or wonder about things I have read
- pick out important information
- use a table of contents
- find information on a page by reading titles, headings, and bold words
- learn more about the topic from the pictures, charts, maps, or graphs
- know when my reading doesn’t make sense
- use a “fix-up” strategy when I’m stuck
-

-

-

-

What do you need to improve?

F3: I Can ...

Name: _____

Check those you can do well.

- select “just right” books that are at my reading level
- make predictions about a text (before reading and during reading)
- make connections between the text and my own life
- make connections between the text and other texts I've read
- make connections between the text and something in the world
- ask questions and wonder about things I've read
- infer what is happening or “read between the lines”
- infer what the theme is in a text
- pick out important information from a text
- use a table of contents, glossary, index, headings, and titles to find information
- make sense of charts, maps, diagrams, graphs, etc.
- combine what I already know with what I've read to form new ideas
- give a personal opinion about the things I read
- support my ideas and opinions with examples from the text
- examine a text for bias, stereotyping
- monitor my reading and know when something is not making sense
- use a “fix-up” strategy to get me back on track when I am stuck

Choose something that you would like to work on in the future.

F4: Self-Reflection

Name: _____

What types of books have you read?

How do you choose your books?

Have you tried any books that you found too hard?

What strategies did you try when a book or part of a book was difficult?

Would you describe most of the books you have read as easy? "just right"? or challenging?

How do you know when a book is "just right" for you?

Are there any kinds of books that you haven't read but could try in the near future?

What is one of your favourite books that you have read this year? What makes it one of your favourites?

F5: Reading Interest Inventory

Name: _____

Record your reading interests by circling the number that is closest to your feelings about each statement:

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Reading is an activity I enjoy.	1	2	3	4	5
I like to choose my own books to read.	1	2	3	4	5
I read only when I absolutely have to.	1	2	3	4	5
I read mainly for enjoyment.	1	2	3	4	5
I read mainly to get information.	1	2	3	4	5
I like to go to the library (school or community).	1	2	3	4	5
Reading in school is harder than reading at home.	1	2	3	4	5
I'd rather read the book than watch the movie.	1	2	3	4	5
I find talking about books helps me to understand them better.	1	2	3	4	5
I enjoy being read to.	1	2	3	4	5

Record the kind of reading that you enjoy the most (number in order, with 1 as your favourite)

- | | |
|--|---|
| <input type="checkbox"/> Novels or chapter books | <input type="checkbox"/> Magazines |
| <input type="checkbox"/> Information books | <input type="checkbox"/> Comic or cartoon books |
| <input type="checkbox"/> Newspapers | <input type="checkbox"/> Poetry |

The book I am reading right now is _____

My favourite book ever is _____

Appendix G: Active Young Readers Links

Fiction Passage	AYR Fiction Links	Reading Stage	Topic	Writing Form
1. Fernando's Friendship Journal (Early)	The Night Crossing	Gr. 4 Trans	✓	
	The Trouble with Oatmeal	Gr. 4 Trans	✓	✓
	Hugo and Splot	Gr. 4 Trans	✓	
	My Buddy	Gr. 4 Early	✓	✓
	Animal Poetry	Gr. 4 Fluent		✓
	Maybe Tomorrow	Gr. 5 Fluent		✓
	Lost Underground	Gr. 5 Fluent		✓
	The Orphan Boy	Gr. 5 Fluent		✓
	Joshua Poole and Sunrise	Gr. 5 Early	✓	✓
	Save the World for Me	Gr. 5 Fluent		✓
	The Voyage of Wood Duck	Gr. 5 Fluent		✓
	Friends for Life	Gr. 6 Fluent		✓
	Ugly Mug	Gr. 6 Fluent		✓
	Alice's Diary	Gr. 6 Trans		✓
2. The Night of the Bear (Early)	What To Do About Babe	Gr. 4 Fluent	✓	
	Rolly's Bear	Gr. 5 Trans	✓	✓
	The Creature of Cassidy's Creek	Gr. 6 Early	✓	✓
	Caught by the Sea	Gr. 6 Trans		✓
3. A Change of Heart (Early)	Yang the Youngest and His Terrible Ear	Gr. 4 All	✓	
	A Beauty of a Plan	Gr. 4 All	✓	
	Ugly Pugsly	Gr. 4 Fluent	✓	
	Catching Air	Gr. 4 Trans	✓	
	Ben's Tune	Gr. 4 Trans	✓	
	Alice's Diary	Gr. 6 Trans		✓
4. That Pest (Early)	Who Wants Arthur?	Gr. 4 All	✓	
	What To Do About Babe	Gr. 4 Fluent	✓	
	Lost Underground	Gr. 5 Fluent	✓	
	Joshua Poole and Sunrise	Gr. 5 Early	✓	✓

Fiction Passage	AYR Fiction Links		Reading Stage	Topic	Writing Form
5. The Klondike Box (Early)	Kate Shelly and the Midnight Express	Gr. 4 Trans		✓	
	A Medal for Molly	Gr. 4 Early	✓	✓	
	Rolly's Bear	Gr. 5 Trans		✓	✓
	Supergrandpa	Gr. 6 Trans		✓	
	Noogamich and Other Stories	Gr. 6 Fluent		✓	
	Morning on the Lake	Gr. 6 Fluent		✓	
6. Operation Babysit (Transitional)	Julian, Dream Doctor	Gr. 4 Trans	✓		✓
	Lost Underground	Gr. 5 Fluent		✓	
	Joshua Poole and Sunrise	Gr. 5 Early			✓
7. Dream Horses (Transitional)	The Night Crossing	Gr. 4 Trans	✓	✓	
	Joshua Poole and Sunrise	Gr. 5 Early		✓	
	Lost Underground	Gr. 5 Fluent		✓	
	Seawind	Gr. 5 Trans	✓	✓	
	Storm Tide	Gr. 5 Trans	✓	✓	
	Caught by the Sea	Gr. 6 Trans	✓	✓	
8. Dear Diary (Transitional)	The Trouble with Oatmeal	Gr. 4 Early		✓	
	Maybe Tomorrow	Gr. 5 Fluent		✓	
	Save the World for Me	Gr. 5 Fluent		✓	
	Alice's Diary	Gr. 6 Trans	✓		
	Ugly Mug	Gr. 6 Fluent		✓	
9. Minou of Grand Pré (Transitional)	What To Do About Babe	Gr. 4 Fluent		✓	
	Storm Tide	Gr. 5 Trans	✓	✓	
	Ugly Mug	Gr. 6 Fluent		✓	
	Friends for Life	Gr. 6 Fluent		✓	
10. Mr. Morse Saves the Day (Transitional)	A Medal for Molly	Gr.4 Early			✓
	"Please Teach Me How to Speak Mi'kmaw Grandma"	Gr. 5 Trans	✓	✓	
	Animal Sensors	Gr. 5 Fluent		✓	

Fiction Passage	AYR Fiction Links		Reading Stage	Topic	Writing Form
11. The Weather Whiz (Transitional)	Who Wants Arthur?	Gr. 4 All		✓	
	Dinosaur Boogie	Gr. 5 Early		✓	
	My Grandma, the Rock Star	Gr. 5 Trans	✓	✓	
	Funny Business	Gr. 6 Fluent		✓	
	Crisis Maximus	Gr. 6 Trans	✓	✓	
	Yes with Crackers	Gr. 6 All		✓	
12. The Candy Dance (Transitional)	A Beauty of a Plan	Gr. 4 All		✓	
	"Please Teach Me How to Speak Mi'kmaw Grandma"	Gr. 5 Trans	✓	✓	
	The Voyage of Wood Duck	Gr. 5 Fluent		✓	
	Friends for Life	Gr. 6 Fluent		✓	
	Noogamich and Other Stories	Gr. 6 Fluent		✓	
	Morning on the Lake	Gr. 6 Fluent		✓	
	Fort Chipewyan Homecoming	Gr. 6 Trans	✓	✓	
13. Rabbit Snares the Moon (Transitional)	Androcles and the Lion	Gr. 4 Trans	✓		✓
	The Orphan Boy	Gr. 5 Fluent			✓
	The Voyage of Wood Duck	Gr. 5 Fluent			✓
	Noogamich and Other Stories	Gr. 6 Fluent			✓
	Fort Chipewyan Homecoming	Gr. 6 Trans	✓	✓	
14. It All Adds Up (Transitional)	A Beauty of a Plan	Gr. 4 All		✓	
	Ad Break	Gr. 4 Trans	✓	✓	
	Farewell to the Ferryboats	Gr. 6 Fluent		✓	
	Funny Business	Gr. 6 Fluent		✓	
	Yes with Crackers	Gr. 6 All		✓	
15. The Penguin (Transitional)	Sleeping Ugly	Gr. 4 Trans	✓	✓	✓
	Skits and Scenes	Gr. 6 All			✓
	Poetry Express	Gr. 6 All			✓

Fiction Passage	AYR Fiction Links		Reading Stage	Topic	Writing Form
16. Gordy the Great (Fluent)	JoJo's Flying Sidekick The Human Body	Gr. 4 Early Gr. 5 Fluent	✓	✓	✓
17. Pier 21 (Fluent)	A Medal for Molly The Secret Naomi's Road	Gr. 4 Early Gr. 4 Fluent Gr. 5 Fluent	✓ ✓ ✓	✓ ✓ ✓	
18. The Memory Box (Fluent)	A Beauty of a Plan My Grandma, the Rock Star The Orphan Boy Supergrandpa Ugly Mug	Gr. 4 All Gr. 5 Trans Gr. 5 Fluent Gr. 6 Trans Gr. 6 Fluent	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	
19. Producer for a Day (Fluent)	Yang the Youngest and His Terrible Ear	Gr. 4 All		✓	
20. Solitary Planet (Fluent)	Time Capsule	Gr.6 Fluent	✓	✓	

Non-Fiction Passage	AYR Non-Fiction Links		Reading Stage	Topic	Writing Form
1. The Mystery of Oak Island (Early)	Lost Underground	Gr. 5 Trans		✓	
	Caves: The Wonder Underground	Gr. 5 Trans		✓	✓
	Everest	Gr. 6 Trans		✓	✓
	Dark Zones	Gr. 6 Trans		✓	✓
	Down on the Ice	Gr. 6 Trans		✓	
2. Drums (Early)	Instrument Families	Gr. 4 Trans		✓	✓
	Taste Bud Travels	Gr. 4 Trans			✓
	Teeth	Gr. 5 Trans			✓
	Sports Technology	Gr. 6 Trans			✓
	Mummies and Their Mysteries	Gr. 6 Fluent			✓
3. How to Make a Compass (Early)	Snowboarding Diary	Gr. 4 Fluent			✓
	For the Birds	Gr. 4 Fluent			✓
	Perfect Paper	Gr. 5 Trans			✓
	Creative Crafts for Critters	Gr. 5 Fluent			✓
	Sports Technology	Gr. 6 Trans			✓
	Finding Your Way	Gr. 6 Early	✓	✓	✓
4. Living with Asthma (Early)	Vitality	Gr. 4 Fluent		✓	
	The Human Body	Gr. 5 Fluent		✓	
	Alice's Diary	Gr. 5 Trans		✓	
	Germ Warfare	Gr. 6 Fluent		✓	
5. Angus Walters: Captain of the Bluenose (Early)	The Bluenose	Gr. 4 Early	✓	✓	
	Korky Paul: Biography of an Illustrator	Gr. 5 Fluent			✓
	True Courage	Gr. 6 Fluent			✓
6. Searching for the Titanic (Transitional)	The Bluenose	Gr. 4 Early		✓	
	Antarctica: The Last Great Wilderness	Gr. 5 Fluent		✓	
	Caught by the Sea	*Gr. 6 Trans (F)	✓	✓	
	Sea Wind	*Gr. 6 Trans (F)	✓	✓	

* F - This is a fictional title that can also be considered non-fiction.

Non-Fiction Passage	AYR Non-Fiction Links		Reading Stage	Topic	Writing Form
7. The Wild Horses of Sable Island (Transitional)	Oil Spill	Gr. 4 Early		✓	
	Mountain Gorillas in Danger	Gr. 4 Trans	✓	✓	
	Antarctica: The Last Great Wilderness	Gr. 5 Fluent		✓	
	Prohibited	Gr. 6 All		✓	✓
	Beetles and Blue Jeans	Gr. 6 All		✓	
8. Animal Adaptations (Transitional)	Zipping, Zapping, Zooming Bats	Gr. 4 Early		✓	
	Whales	Gr. 4 Early		✓	
	Coral Reef Hunters	Gr. 4 Trans	✓	✓	✓
	Mountain Gorillas in Danger	Gr. 4 Trans	✓	✓	✓
	Creatures of the Reef	Gr. 4 Fluent		✓	✓
	What's Living at Your Place?	Gr. 4 Fluent		✓	
	Teeth	Gr. 5 Fluent		✓	
	Animal Sensors	Gr. 5 Fluent		✓	
Sensational	Gr. 6 Early		✓		
9. How to Make a Sundial (Transitional)	Snowboarding Diary	Gr. 4 Fluent			✓
	For the Birds	Gr. 4 Fluent			✓
	Perfect Paper	Gr. 5 Trans	✓		✓
	Sports Matters	Gr. 5 Trans	✓		✓
	Creative Crafts for Critters	Gr. 5 Fluent			✓
	Finding Your Way	Gr. 6 Fluent		✓	
10. From Salt Marshes to Fertile Fields (Transitional)	Home Technology	Gr. 4 Trans	✓	✓	
	African Safari	Gr. 4 All		✓	
11. The Birchbark Canoe (Transitional)	The Bead Pot	Gr. 4 Early		✓	
	Loon Rock	Gr. 4 Trans	✓	✓	
	"Please Teach Me How to Speak Mi'kmaw, Grandma"	Gr. 4 Trans	✓	✓	
	Noogamich	*Gr. 6 Fluent (F)		✓	
	Fort Chipewyan Homecoming	Gr. 6 Trans	✓	✓	

Non-Fiction Passage	AYR Non-Fiction Links		Reading Stage	Topic	Writing Form
12. Save Your Hearing (Transitional)	Zippering, Zapping, Zooming Bats	Gr. 4 Early		✓	
	Instrument Families	Gr. 4 Trans	✓	✓	
	Backstage Pass	Gr. 4 Trans	✓	✓	
	The Human Body	Gr. 5 Fluent		✓	
	Animal Sensors	Gr. 5 Fluent		✓	
	Sensational	Gr. 6 Early		✓	
13. The Confederation Bridge (Transitional)	The Bluenose	Gr. 4 Early			✓
	Official Flags	Gr. 4 Trans	✓		✓
	Official Flowers	Gr. 4 Trans	✓		✓
	Official Trees	Gr. 4 Trans	✓		✓
	Official Birds	Gr. 4 Trans	✓		✓
	Currency	Gr. 4 Trans	✓		✓
	Farewell to the Ferryboats	*Gr. 6 Fluent (F)		✓	
14. Carrie Best (Transitional)	"Please Teach Me How to Speak Mi'kmaw, Grandma"	Gr. 4 Trans	✓	✓	
	Korky Paul: Biography of an Illustrator	Gr. 5 Fluent			✓
	Everest	Gr. 6 Fluent			✓
	True Courage	Gr. 6 Fluent			✓
	Beetles and Blue Jeans	Gr. 6 All		✓	
15. Get Green (Transitional)	Oil Spill	Gr. 4 Early		✓	
	Where Does Garbage Go?	Gr. 4 Trans	✓	✓	
	Home Technology	Gr. 4 Trans	✓	✓	✓
	Weather	Gr. 5 Fluent		✓	
	Everest	Gr. 6 All		✓	
16. Shubenacadie Canal (Fluent)	A River Dream	Gr. 4 Trans			✓
	The Voyage of Wood Duck	Gr. 5 Trans			✓
	Farewell to the Ferryboats	Gr. 6 Fluent	✓	✓	

Non-Fiction Passage	AYR Non-Fiction Links		Reading Stage	Topic	Writing Form
17. Egyptian Pyramids (Fluent)	Loon Lake	Gr. 4 Trans		✓	
	Artful Stories	Gr. 5 Trans		✓	
	Caves: The Wonder Underground	Gr. 5 Fluent	✓	✓	
	Mummies and Their Mysteries	Gr. 6 Fluent	✓	✓	
	Dark Zones	Gr. 6 Fluent	✓	✓	
	Everest	Gr. 6 All		✓	
18. Rocks and Minerals (Fluent)	Martial Arts	Gr. 4 Trans			✓
	Animal Sensors	Gr. 5 Fluent	✓		✓
	Antarctica: The Last Great Wilderness	Gr. 5 Fluent	✓		✓
	Weather	Gr. 5 Fluent	✓	✓	
	Caves: The Wonder Underground	Gr. 5 Fluent	✓	✓	
	Dark Zones	Gr. 6 Fluent	✓	✓	
19. Dance Around the World (Fluent)	Instrument Families	Gr. 4 Trans		✓	
	Backstage Pass	Gr. 4 Trans		✓	
	Sports Matters	Gr. 5 Trans		✓	
	Fort Chipewyan Homecoming	Gr. 6 Trans		✓	
	Discovery Volume 6	Gr. 6 Trans		✓	
20. The Halifax Explosion (Fluent)	Oil Spill	Gr. 4 Early		✓	

Appendix H: Student Tracking Sheet

H: Student Tracking Sheet

Name: _____

Use the following codes to record student reading progress: ✓: Independent I: instructional x: difficult

The difficulty of reading samples varies and the order listed may not reflect the order of difficulty for all students.
The numbers used are for organization/identification purposes only.

		F	NF	F	NF	F	NF	F	NF	F	NF
Fluent	P20										
	P19										
	P18										
	P17										
	P16										
Transitional	P15										
	P14										
	P13										
	P12										
	P11										
	P10										
	P9										
	P8										
	P7										
	P6										
Early	P5										
	P4										
	P3										
	P2										
	P1										
Date:											

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