

Menu Section	Clip Title	Duration	Description
Overview	Overview	3:35	
Assessment	Introduction	1:32	
	Bump It Up Wall	1:21	Student writing with descriptive feedback is posted for peers to refer to in order to improve their own writing.
	Student Self-assessment	2:02	The teacher works with a student to help him self-assess, discuss and document his strengths, needs and next steps.
	Thumbs Up	:40	The teacher checks for understanding by having students signal thumbs up or sideways as one form of self-assessment.
	Documenting the Learning	4:40	Documenting the learning can be accomplished in many ways. The documentation provides evidence of the learning journey and can be revisited multiple times with various audiences to continue the learning.
	Student-teacher Reading Conference	4:32	A reading conference allows students to reflect and talk about themselves as readers. It helps build metacognitive awareness, independence and confidence.
	Visualization	2:13	During this reading response conference the teacher gives the student explicit feedback about her reading. The dialogue helps the student make connections with the text by creating mental images.
	Feedback	:32	Explicit feedback guides students in recognizing their strengths and needs and in determining next steps in their learning.
	Descriptive Feedback	1:22	Students share their writing and practice deep listening and giving each other descriptive feedback.
	Learning Stations: Feedback	2:39	Students provide descriptive feedback to their peers based on their work in learning stations.
	Peer Feedback: Student Writing	4:26	Students share their moon journal entries with their classmates and receive descriptive feedback from their peers.
Running Record: Benefits	2:44	Considering running record data helps teachers monitor student progress and informs instructional decisions in all subject areas.	

Complete Primary Reading Discussion Paper Resources Chart

Menu Section	Clip Title	Duration	Description
	Running Record	3:46	Taking a running record with individual students after a shared reading session is an effective way to assess their needs and strengths.
	Using Running Record Information	2:17	Analysis of the Running Record data supports teachers in identifying strengths, needs and next steps.
	Running Record: iPad	1:29	A teacher uses a tablet computer as a tool to complete a running record.
	Running Record: Informational Text	1:05	During the running record session, the student discovers her ability to use parts of familiar words to discover new vocabulary.
The Four Resources Model	Overview	1:15	
Code User	Introduction	2:48	
	Focus on Meaning	:54	Students determine the meaning of significant words.
	Making Words	3:49	The teacher assesses students' phonemic awareness during a word study game in which they manipulate letters to create smaller and larger words.
	Alphabetic Awareness	1:42	Students play a name game to identify the letters of the alphabet.
	Phonemic Awareness	:57	The student identifies the sounds he hears in the words spoken by the teacher.
Meaning Maker	Introduction	1:22	
	Allan Luke: Vocabulary	:53	Vocabulary instruction is essential for comprehension in every discipline.
	Metacognition	1:33	Students talk about what they can do when they encounter unfamiliar vocabulary while reading.
	Prefixes	2:54	Grade 3 students explore prefixes.
	Read Aloud	8:10	Building vocabulary knowledge and modelling one's thinking as a reader assists students in making meaning during a read aloud.
	Synonyms	2:54	The teacher addresses significant vocabulary prior to the guided reading session.
	Unfamiliar Words	:46	This student discusses the strategies he uses when he comes across an unfamiliar word in his reading.
	Opposites	3:55	Students explore prefixes, suffixes and opposites through a word sort.
	Word Study	3:33	Students discover how to change a verb from the present to the past tense.

Complete Primary Reading Discussion Paper Resources Chart

Menu Section	Clip Title	Duration	Description
Text User	Building Sentences	2:00	Teacher and student work together to develop an understanding of how sentences work.
	Introduction	2:39	
	Descriptive Language	2:00	Students identify descriptive words in their reading that they might use in their own writing.
	Shared Reading	2:09	Students collaboratively determine which descriptive words 'fit' in the context of a shared reading passage.
	Shared Writing	2:09	Students learn how to listen carefully, give feedback and collect treasure words in order to create a piece of shared writing.
	Vivid Verbs	6:40	Students examine a text during a read aloud to analyze the author's use of strong verbs.
	Writing Conference	4:12	The teacher gives explicit feedback to support the development of the student's writing skills. The student is actively involved in this assessment process.
Text Analyzer	Vocabulary for Thinking	1:46	Anchor charts help students develop vocabulary to express their thinking.
	Introduction	1:45	
	Blog Critique	:44	Students review the effectiveness of a blog based on their own writing success criteria.
	Critical Thinking	4:34	Students learn to take a critical stance as they read pictures as part of a gallery walk.
	Reflective Thinking	:24	This student explains text-to-world connections to his father. He relates his reading to his real-life experience.
	Reading Response	2:00	This student determines and clearly articulates the key message in the story and relates his understanding to his prior experience.
	Multi-media Texts	2:44	Students are exposed to many forms of print and media texts. They learn how to dig deep for meaning regardless of the format of information.
The Gradual Release of Responsibility	Introduction	2:38	
	Direct Instruction: The 7 Steps	4:03	This segment describes John Hattie's seven key steps for establishing the conditions for successful direct instruction.
	Critical Literacy	6:31	Students are asked to think critically about what they read. They learn to ask probing questions and support their ideas with evidence from the text or their own experience.
	Shared Reading	8:39	The teacher assesses students' phonemic awareness and reading behaviours during shared reading sessions to determine their readiness to proceed to guided reading sessions.

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Menu Section	Clip Title	Duration	Description
	Shared Reading: Making Predictions	3:13	Students use prior knowledge and text clues to make predictions as they read.
	Small Group Instruction: Fluency	:35	This small group instruction is modelling reading behaviours for students while checking for comprehension.
	Guided Reading: Fables	4:37	A small group of students practise previously taught skills to make meaning as they read a fable.
	Guided Reading: Author's Intent	6:21	A small group of students discuss author intent as they read a short informational text, while the teacher checks their comprehension.
	Guided Reading: Informational Poster	5:24	During a guided reading session, students practise reading an informational poster to find information for their inquiry. The teacher records observations and monitors understanding by conferencing with each child.
	Guided Reading: iPads	5:21	Students of various reading abilities read the same text on their iPads. Different applications differentiate support to set all students up for success.
	Guided Reading: Debrief	2:18	Rich texts for guided reading sessions are selected based on the students' inquiry and their interests. Support is differentiated to scaffold comprehension for all students. During the session, the teacher records assessment observations to determine next steps.
	Partner Reading: Questioning and Listening	3:21	Students learn to listen carefully and to ask relevant questions of their reading partners.
	Learning Stations: Independent Practice	4:20	Students work on their inquiry independently at learning stations of their choice.
	Self-regulation: Planning Board	1:50	Students select the learning stations they will visit during the daily literacy block. They learn to make choices that work for them as learners.
	Independent Writing	2:01	Description: Students review the success criteria for effective writing before they begin their independent writing.
Rich Tasks	Introduction	1:22	
	Inquiry: Gathering Data	3:58	Students work in triads to gather, analyze and present data relating to their inquiry.
	Authentic Problem-solving	3:30	Students resolve a classroom space issue through accountable talk, and writing.

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Menu Section	Clip Title	Duration	Description
	Documentation Panels	2:18	Documentation panels record and display student learning. They promote rich conversations with peers, by allowing students to revisit ideas and content for deeper understanding and communication with parents.
	Inquiry-based Learning	2:01	Documentation panels provide a record of student thinking and learning during their CN Tower inquiry.
	Inquiry	2:38	During their inquiry students realize that their questions lead to more questions and new unexpected information.
	Literacy Techniques: Treasure Words	2:14	Students listen intently to select treasure words from passages written by their peers to use in their shared writing piece.
	Writing: Labels	:52	Students learn about using labels and captions as authentic forms of communicating information.
	Inference Game	3:37	Students practice inferring by considering clues they notice while examining an artifact.
	Authentic Tasks	2:25	Authentic tasks involve students in real life problem-solving. They apply their literacy skills for a real purpose.
	Allan Luke: Critical Literacy	4:55	Allan Luke discusses the importance of students developing their critical literacy skills and by participating in rich conversations to interrogate textual information in search of the truth.
	Lucy West: Higher Order Thinking	4:05	Lucy West talks about how teachers can develop deep thinking in students through asking probing questions, favouring the act of thinking over information recall, and lesson planning that involves working through problems as learners.
	Inquiry: Teacher Reflections	3:12	This teacher reflects on the power of engaging students in inquiry-based learning that is relevant and purposeful.
	Relevant Learning	:52	Students participate in solving problems that are real and relevant to their lives. They use their literacy skills for a real purpose.
	Independent Work Stations	3:01	Familiar texts, explicit instructions, open ended tasks and clear expectations set all students up for success at the learning stations.
	Social Justice Issues	1:08	Texts and student thinking related to social justice issues are displayed in the classroom to promote ongoing dialogue about topics of interest to the class.

Complete Primary Reading Discussion Paper Resources Chart

Menu Section	Clip Title	Duration	Description
Talk	Introduction	1:40	
	Classroom talk	1:13	Students develop their oral language in a safe classroom environment and by engaging with their community.
	Developing Oral Language	3:17	Students develop their oral language through drama, questioning and vocabulary study.
	Janice Greenberg: The Importance of Talk	4:09	Dialogue with adults and peers improves students' language development, numeracy, and higher-level thinking skills.
	Lucy West: Discourse, Thinking and Reasoning	2:17	Provocative teacher questioning promotes student discourse. Teaching the skills of and the development of essential listening and metacognitive skills improves student achievement.
	Carmel Crevola: Purposeful Talk	8:27	Students need to develop their oral fluency as a foundation for further learning. This development continues to be important throughout their school lives.
	Read Aloud: Think, Pair, Share	6:56	Think, Pair Share is a strategy that allows all students to have a voice and to build on the ideas of others.
	Accountable Talk	1:02	A grade 3 student talks about his learning with his parents during a student-led conference. He is able to clearly articulate his thinking.
	Effective Questioning	1:13	Lucy West speaks about the power of open-ended questioning.
	Skyping: Expanding Perspectives	3:29	Students develop empathy and global perspectives by using computer technology to dialogue with others around the world.
Metacognition	Introduction	1:48	
	Representing Thinking	2:40	Students explain their choice for representing their learning and they reflect on what worked well for them as learners. This reflection helps build their metacognitive awareness.
	Texts of All Types	4:10	Students are encouraged to talk and think about reading strategies in order to develop their metacognitive awareness.
	Consolidating the Learning	5:49	Students consolidate their learning and develop their metacognitive awareness by discussing their thinking about a procedural writing task they have completed.
	Lucy West: Probing Thinking	2:22	Lucy West discusses how to support deep thinking through probing questions and empathetic listening.
	Reflection: Self-regulation	:32	Using a daily planning board, students develop their self-assessment and self-regulation skills.

Complete Primary Reading Discussion Paper Resources Chart

Menu Section	Clip Title	Duration	Description
Home and School Connections	Introduction	:57	
	Parent Engagement	1:37	Parents and students read to each other and both develop their fluency.
	Birthday Bag	:58	Children are invited to share the contents of the birthday bag with their family. They are invited to record their experiences in the birthday book which they will share with their classmates during the next school day.
	Mystery Box	1:39	Students bring items from home in a mystery box and engage classmates in guessing the contents, building their oral expression and inferencing skills.
	Parent Reflection	:39	A parent of a grade three student talks about the benefits of student-led conferences.
	Classroom Blog	:44	A classroom blog provides students with an authentic audience for their written work. Parents are connected to classroom life through a user friendly classroom blog.