

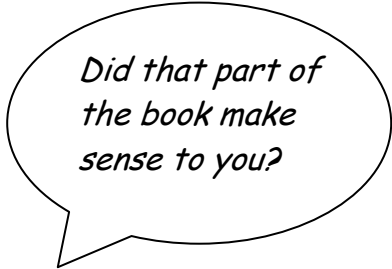
Planning for Instruction Using *Literacy Place for the Early Years*

1. Using your assessment data, determine the needs of your class.
2. Use this information as well as the curriculum expectations for your grade level to decide on your focus for Read Aloud and Shared Reading (e.g., comprehension strategy, word recognition, print concepts, text-type study for writing).
3. Use the **PLANNING CHARTS** section of the **READING GUIDE** (see pages 112-143 in Kindergarten, pages 153-187 in Grade 1, pages 174-207 in Grade 2, and pages 200 - 239 in Grade 3).
4. Use the **TEXT-TYPE STUDIES** section of the **WRITING GUIDE** (see pages 56- 124 in Kindergarten, pages 27-116 in Grade 1, pages 35-142 in Grade 2, and pages 36-142 in Grade 3).
5. Link to lessons in the **WORKING WITH WORDS GUIDE**.
6. Create an 'Instructional Plan' to guide your daily and weekly lesson planning.

Possible Sequence for Teaching Comprehension Strategies

Self-monitoring is the underlying comprehension strategy that allows readers to use the other strategies in combination and to make changes to strategy use while reading. The comprehension strategies are listed in order from concrete to abstract ways of accessing information from text. See the Comprehension Strategies Anecdotal Record on pages 17 - 18 of the *Reading Guide* for specific behaviours listed under each strategy.

1. Self-monitoring
2. Analyzing
3. Sequencing
4. Making Connections
5. Predicting
6. Inferring
7. Evaluating
8. Synthesizing



Connecting Reading and Writing - Grade 3 Example

Comprehension Strategy	Possible Text-type Study
Self-monitoring	Narrative - Realistic Story
Analyzing	Description - Report Explanation - Question and Answer Article
Sequencing	Procedure - Experiment - Instructions
Making Connections	Retell - Account
Predicting	Narrative - Script
Inferring	Description - Poetry
Evaluating	Persuasion - Persuasive Argument - Brochure
Synthesizing	Narrative - Adventure Story