

## RAD and ELA Resource Alignment

RAD is designed to gather information on what the student can or cannot do in relation to the cognitive processes used by proficient readers. It provides teachers with a snapshot of the students' reading performance and complements current ELA resources and Saskatchewan Ministry of Education Outcomes. All current English Language Arts resources (Literacy Place, Literacy in Action and Sightlines) include specific lessons pertaining to the teaching of reading strategies. In elementary, **First Steps** strongly supports the use of reading strategies and in secondary, **Project CRISS** promotes the concept of metacognition and strategic learning.

Saskatchewan Outcomes 2008	RAD	Resources: Grades 1, 2 and 3 <i>Literacy Place</i>	Resources: Grades 4, 5 and 6 <i>Literacy in Action</i>	Resources: Grades 7, 8 and 9 <i>Sightlines</i>
<p><b>Comprehend and Respond</b> <b>Example</b> <b>CR6.2</b> Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.</p> <p><b>Compose and Create</b> <b>CC6.2</b> Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.</p>	<p><b>Before</b></p> <p>Prediction</p> <p>Text Features</p> <p><b>During</b></p> <p>Comprehension (Retrieving Information and Recognizing Meaning)</p> <ul style="list-style-type: none"> <li>✓ Accuracy and completeness</li> <li>✓ Main ideas / Details</li> <li>✓ Information Organization</li> </ul> <p><b>After</b></p> <p>Comprehension (Interpreting Text)</p> <ul style="list-style-type: none"> <li>✓ Inferences</li> </ul> <p>Analysis (Analyzing Text)</p> <ul style="list-style-type: none"> <li>✓ Connections</li> <li>✓ Opinions</li> </ul> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> <li>✓ Identifying use and articulation</li> <li>✓ Word Skills</li> </ul>	<p><b>Strategies</b></p> <p><b>Self-monitoring</b></p> <ul style="list-style-type: none"> <li>- checks personal strategy use</li> <li>- changes strategy use</li> </ul> <p><b>Analyzing</b></p> <ul style="list-style-type: none"> <li>- finds facts</li> <li>- finds a main idea (if stated)</li> <li>- finds supporting details</li> <li>- recognizes problem/solution</li> </ul> <p><b>Sequencing</b></p> <ul style="list-style-type: none"> <li>- understands sequence of directions</li> <li>- retells in sequence (events, facts, arguments, details)</li> </ul> <p><b>Making connections</b></p> <ul style="list-style-type: none"> <li>- connects ideas to self, others, other texts, and knowledge about the world</li> <li>- compares and contrasts facts, events, or ideas</li> </ul> <p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>- makes predictions about characters and plot (fiction)</li> <li>- makes predictions about what information will come next (non-fiction)</li> <li>- confirms or changes predictions</li> </ul> <p><b>Inferring</b></p> <ul style="list-style-type: none"> <li>- reads between the lines</li> <li>- visualizes what is happening in the text</li> <li>- infers solution to the problem</li> <li>- understands cause and effect</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>- understands the difference between fiction and non-fiction and between opinion and fact</li> <li>- gives personal opinions about events, facts, and ideas</li> <li>- evaluates the author's craft and bias</li> </ul> <p><b>Synthesizing</b></p> <ul style="list-style-type: none"> <li>- summarizes to provide a brief account</li> <li>- finds the main idea (if not stated)</li> <li>- connects facts, events, and ideas into a cohesive whole</li> <li>- integrates information with prior knowledge to create new understanding</li> </ul>	<p>Comprehension strategies are developed in each unit.</p> <p><b>Explicit Strategy Instruction</b></p> <p>Using prior knowledge</p> <p>Predicting</p> <p>Questioning</p> <p>Checking and Repairing</p> <p>Understanding</p> <p>Visualizing</p> <p>Inferring</p> <p>Determining What is Important</p> <p>Making Connections</p> <p>Summarizing</p> <p>Synthesizing</p>	<p>Interpret, select, and combine information using a variety of strategies, resources, and technologies.</p> <p>Prereading</p> <p>During Reading</p> <p>Post-Reading</p> <p>Recall/Comprehension</p> <p>Style Analysis</p> <hr/> <p><b>Specific content area resources</b></p> <p>Reading Strategies should be emphasized and used across curriculum at all grade levels.</p> <p><i>Science and Technology</i></p> <p><i>Math Makes Sense</i></p> <p><i>Socials resources, i.e. Tapestry series</i></p> <p><i>Health resources, i.e. Health Issues</i></p>