

# RESEARCH INTO READING **STATUS REPORT**

## THE STATE OF TEACHING READING IN QUÉBEC IN RELATION TO EVIDENCE-BASED RESEARCH AND THE ENGLISH LANGUAGE ARTS CURRICULUM

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### **Abstract:**

This collaborative research endeavor, undertaken by a committee composed of the English Language Art (ELA) pedagogical consultants for Québec English School Boards, Kativik, Lower Canada College and Littoral in consultation with the ELA Programs team at the Direction des programmes d'études en formation générale des jeunes (DPEFGJ) at the Ministère de l'Éducation - Gouvernement du Québec, addressed the pressing concerns associated with discernible gaps in early literacy proficiencies among Anglophone students. The overarching objectives of this investigation encompassed a meticulous examination of the current ELA Elementary curriculum, an in-depth exploration of the practices and concerns prevalent among Quebec's ELA teachers, identification of equity-related issues, and the formulation of strategic interventions to enhance the efficacy of reading instruction. Methodologically, the inquiry employed a comprehensive approach, incorporating a thorough literature review, curriculum analysis, teacher survey, interviews with academic professionals, and focused deliberations within teacher focus groups. The Research Into Reading (RIR) Consultation Committee identified a key shortcoming in the Québec elementary ELA program: the lack of reference to foundational reading skills, such as phonics and word study. Additionally, it found that there is a need to provide more specific guidelines and resources for teachers to effectively teach reading. A central recommendation posits the imperative to revise the curriculum, ensuring the infusion of essential skills while cultivating a collective understanding of key concepts. The report underscores the exigency for targeted professional development initiatives and the provision of resources to bolster educators in their approach to these pivotal aspects of literacy instruction. The research subcommittee undertook a literature review that explored research on the neuroscience of reading and reading instruction. Emerging from that research was an emphasis on three key theoretical models of reading instruction; the Simple View of Reading (Gough and Tunmer, 1986), Scarborough's Reading Rope (2001), and The Active View of Reading (Duke and Cartwright, 2021). The "Science of Reading" (SOR) supports evidence-based practices in reading instruction that affirms the importance of understanding the underlying cognitive processes involved in reading. It recognizes the importance of the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. A primary recommendation emanating from this analysis is the imperative to revise the curriculum, anchoring it in contemporary research findings, and concurrently furnishing educators with the requisite resources for efficacious reading instruction. Furthermore, the report underscores the pivotal role of collaboration among members of Quebec's educational community to establish a shared understanding of optimal practices. Envisioned modifications are poised to usher in an equitable and evidence-based evolution in literacy instruction across Quebec.

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# STATUS REPORT

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*The most fundamental responsibility of schools is teaching students to read. Because reading affects all other academic achievement and is associated with social, emotional, economic, and physical health, it has been the most researched aspect of human cognition.*

Moats, 2020.

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## Introduction

This status report, compiled by English Language Arts (ELA) consultants of the Directors of English Education Network (DEEN) Languages Network, Kativik, Lower Canada College and Littoral, aims to address concerns regarding the gaps in early literacy skills among our Anglophone students and the implications of an aging ELA curriculum. The DEEN Languages Network provides pedagogical leadership and addresses provincial priorities for the Québec English public school system through shared expertise and advising on pedagogical issues. A working draft of this report was shared with the ELA programs team at the Direction des programmes d'études en formation générale des jeunes (DPEFGJ) and concerned stakeholders in the fall of 2023.

For this report, multiple avenues of inquiry were followed to provide:

- an examination of current Elementary ELA curriculum
- an overview of the pedagogical practices of Québec ELA reading teachers
- an analysis of the research on a variety of theoretical reading models
- an examination of reading curricula from across Canada
- recommendations for a proactive approach to addressing the challenges of teaching reading skills in Québec's Anglophone schools
- suggestions for updates to the current elementary ELA curriculum

Annex 1 presents the survey questions presented to elementary reading teachers. Findings can be found in the corresponding section of this report. Annex 2 presents the interview questions posed to both McGill and Concordia universities. Annex 3 details the structure of the teacher focus group that was held to determine possible support resources for the teaching of reading, and Annex 4 provides a Skilled Reading comparative Table.

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## Context

In 2017, the Ministère de l'Éducation (MEQ) articulated its vision for educational success for Québec students by 2030 in its [Policy on Educational Success](#). In order to achieve that vision, objectives related to improving students' literacy skills were outlined: Orientation 2.1 Develop literacy and numeracy skills starting in early childhood and continuing throughout life and, Orientation 4.2 Ensure the development and adoption of best educational and pedagogical practices, p. 44, 56. Fostering educational success in these areas however, requires an awareness of the various social realities in the province, the literacy demands of our increasingly digital world and the gaps in skills for teachers and students resulting from the pandemic.

The cultural, socio-economic and linguistic diversity of Québec's English schools provides teachers with abundant opportunities and challenges for building literacy skills across a variety of communities. Each region in our province represents a diverse composition of anglophones, francophones and allophones,<sup>1</sup> a variance in the socio-economic status of our students and their families<sup>2</sup> (not to mention our schools), and a distinct aggregate of cultures including those of recent immigrants to the province.<sup>3</sup> Included in this diversity is an indigenous population whose needs must also be acknowledged, and whose ways of knowing and teaching must be considered. In the classroom, this means that teachers might be teaching a large

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<sup>1</sup> A 2021 brief by Ciamarra et al. published by Concordia University states that "Over a third of students in the English-language sector do not have English as their mother tongue." And, since 2006, more francophones than allophones make up the public English-language school system, particularly outside Montréal, the statistics vary significantly from region to region. The English Montréal School Board is an exception with substantially more allophones than francophones (Ciamarra et al., 2021).

<sup>2</sup> For the socio-economic demographics of all public schools across Québec, see: *Indices de défavorisation des écoles publiques 2020-2021*, Ministère de l'Éducation [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/PSG/statistiques\\_info\\_decisionnelle/Indices-defavorisation-2020-2021.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/statistiques_info_decisionnelle/Indices-defavorisation-2020-2021.pdf) (available in French only).

<sup>3</sup> As of 2011, immigrants represented one in eight people in Québec. For more information, see: [https://veq.ca/wp-content/uploads/2009/01/Analysis\\_Immigration-in-Quebec-2014.pdf](https://veq.ca/wp-content/uploads/2009/01/Analysis_Immigration-in-Quebec-2014.pdf).

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percentage of students whose learning and language needs are very diverse. Other factors that impact the fabric of Québec's classrooms include, but are not limited to, neurodiversity, gender and varied learning styles. This diversity within our classrooms adds a complex dimension to teaching reading in this province.

In addition to previously stated challenges, students are facing an increasingly digital context. Maryanne Wolf states in her 2019 book *Reader Come Home, The Reading Brain in a Digital World* that, "Systematically examining— cognitively, linguistically, physiologically, and emotionally— the impact of various mediums on the acquisition and maintenance of the reading brain is the best preparation for ensuring the preservation of our most critical capacities both in the young and in ourselves. " p.9. The MEQ's Policy on Educational Success refers to how digital technology is undoubtedly transforming our schools. This has obvious implications for literacy and begs further exploration related to how our increasingly digital world has changed how students access content and knowledge and what needs to be considered to meet all students' needs in acquiring literacy in a digital world. Future considerations need to take into account reading in print and in digital environments.

Finally, the recent COVID pandemic has further complexified literacy instruction. While teachers continue to observe significant learning delays among students and question how best to respond to widening gaps in the acquisition of literacy skills, consultants work to align teacher practice to ensure equitable and inclusive opportunities for all learners province-wide. There is, however, growing concern from stakeholders throughout each of the 9 Québec English school boards, Kativik, private schools and Littoral, pertaining to the disparity of early literacy skills among students, gaps in the current reading curriculum, and the aging English Language Arts program of study.

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And Québec is not the only province with a heightened focus on literacy post-pandemic. The Ontario Human Rights Commission's [\*Right to Read Report\*](#) published in January, 2022, stated that Ontario was "not fulfilling its obligations to meet students' right to read" (2). The recommendations were based on the *science of reading*<sup>4</sup>, and the Ontario Ministry of Education's [response](#) was swift; they planned to "[revise] the elementary Language curriculum and the Grade 9 English course with scientific, evidence-based approaches that emphasize direct, explicit and systematic instruction and [remove] references to unscientific discovery and inquiry-based learning, including the three-cueing system, by 2023."

So it is with these challenges and concerns in mind, that in May 2022, the DEEN Languages Network sent a letter to the ELA Programs team at the DPEFGJ (formerly (DFGJ)) expressing concern regarding recommended changes to early reading curricula in both the United States and Ontario. While research on the science of reading holds important implications for how teachers understand and deliver reading instruction, the Languages Network called for a clearer, more comprehensive view of literacy learning in Québec. They requested that a collaboration be struck with the Ministry of Education, experts in early literacy, elementary ELA consultants and various other stakeholders from the Anglophone community. Consequently, an advisory panel called the *Research Into Reading* consultation committee (RIRCC) was formed. The aim of this committee was to investigate the potential need for a revision of the reading and writing competencies of the QEP, as well as training in universities for pre-service teachers and additional professional development to support these revisions.

Given that challenges pertaining to the teaching of reading skills are present in all English school boards, there is a vested interest in moving this work forward for our

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<sup>4</sup> Th(e) report uses terms like the "science of reading," "reading science," "research-based," "evidence-based" and "science-based" to refer to the vast body of scientific research that has studied how reading skills develop and how to ensure the highest degree of success in teaching all children to read, p.3.



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learning communities. The reactive response of Ontario's Ministry of Education following the release of the *Right to Read* report highlights the importance of strategic foresight and reflection. This report aims to be proactive by providing our community with an overview of the current situation, an objective review of the research, insight into teachers' concerns and practice, and recommendations for moving forward methodically and ethically.

## Statement of the Situation

In Québec, the current [Elementary English Language Arts program of study](#) (2001), is dated. Thus it does not reflect recent research about reading, the brain and how we learn, nor does it provide explicit information to guide teachers in a comprehensive literacy approach.

Nonetheless, as a literacy program it has numerous strengths and at its release, was considered avant-garde for its focus on media literacy, metacognition, portfolio assessment and its emphasis on a constructivist approach to learning. The program's many strengths echo the innovative whole language concept popularized in the 80s and 90s:

“that embodies both a philosophy of language development as well as the instructional approaches embedded within, and supportive of, that philosophy. This concept includes the use of real literature and writing in the context of meaningful, functional, and cooperative experiences in order to develop students' motivation and interest in the process of learning” (Bergeron, 1990, p. 319).

The program also presents a four-cueing system as part of a “repertoire of strategies to construct meaning from texts,” (p. 77) namely: semantic, pragmatic, syntactic and graphophonic, however little explanation is provided as to the specific

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content of these elements, nor is any guidance offered on the appropriate application of each one, i.e., a scope and sequence.

Over the past few years, provinces across Canada have updated their curricula<sup>5</sup>, in order to align themselves with advances in neuroscience and pedagogical practice. Media reports have often stated the reason for these changes are a response to the current science of reading movement<sup>6</sup>. In addition, a resurgence of the reading wars and its influence across social media has shaken the confidence of many Québec ELA teachers who struggle to interpret the sometimes vague nature of the reading competency in the current elementary ELA curriculum. As a result, many teachers and school boards have turned to various commercial reading curricula that may or may not align with the Québec Education Program (QEP).<sup>7</sup> This raises issues of uniformity and equity.

The significant response to this movement by other provinces, coupled with the challenges teachers were already facing post-Covid, fueled the sense of need to take action. Hence, the Research Into Reading Consultation Committee (RIRCC) was established. The aim of the RIRCC was to engage stakeholders from the Anglophone school milieu in an investigation about how children learn to read, and to gain a portrait of the pedagogical practices of Québec reading teachers, understand their concerns about teaching reading, and identify best practices related to literacy instruction.

Findings from this report present the need for an updated Elementary English Language Arts curriculum that explicitly describes the elements needed to comprehensively teach foundational literacy skills.

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<sup>5</sup> Provinces who have updated their curriculum recently include: British Columbia (2016), Alberta (2022), Manitoba (2019), Ontario (in process), New Brunswick (2023), and Nova Scotia (2019).

<sup>6</sup> [New Brunswick news article](#) among others

<sup>7</sup> As indicated by the results from the *Research Into Reading Survey*

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Findings also illustrate the need for government resource documents that will support the curriculum and help to ensure equity and uniformity across the province and that take learner diversity into consideration.



*Learning to read transforms lives. Reading is the basis for the acquisition of knowledge, for cultural engagement, for democracy, and for success in the workplace.*

Castles, A., Rastle, K., & Nation, K. (2018)

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## Methodology

On June 22, 2022 at the annual PACTE<sup>8</sup> meeting, objectives for the *RIR* project were shared along with an invitation to all members to participate. On July 8, 2022, the ELA Programs team at the DPEFGJ approached the Bibliothèque Cécile-Rouleau in Québec City to request an annotated bibliography of research (namely: meta-analyses, peer-reviewed studies and renowned books) on a number of themes related to the science of reading and reading instruction since 2001. The themes requested included:

- how do children learn to read
- systematic phonics
- decoding
- cueing systems
- synthetic versus analytical phonetics
- simple view of reading
- the impact of print and digital in learning to read

Within a week, the library provided an extensive list that included over 70 articles and 16 books. The bibliography was shared with the entire committee.

In August 2022, the ELA Programs team requested and received funding for what they entitled the *Research Into Reading* project through Entente Canada-Québec. It was anticipated that the funding would pay for teacher release for participation in the focus group, possible research analysis and additional project support.

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<sup>8</sup> The PACTE is a MEQ-led group. It meets a couple of times a year to identify issues, share information and consult regarding pedagogical needs, professional development and resources for the teaching of English Language Arts. The council is composed of education professionals from the youth sector and post-secondary, including ELA consultants from the nine English school boards, representatives from McGill, Bishop's and Concordia Universities as well as private schools, CEGEP and select MEQ directions.



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## RIR Consultation Committee

On Wednesday September 7, 2022, the first full consultation committee meeting for *Research Into Reading* was held with all the committee members in attendance:

- Direction des programmes d'études en formation générale des jeunes (DPEFGJ)
- Direction du soutien au réseau éducatif anglophone (DSREA)
- Eastern Shores School Board (ESSB)
- New Frontiers School Board (NFSB)
- Sir Wilfred Laurier School Board (SWLSB)
- Lester B. Pearson School Board (LBPSB)
- Eastern Townships School Board (ETSB)
- Riverside School Board (RSB)
- Central Québec School Board (CQSB)
- Western Québec School Board (WQSB)
- English Montréal School Board (EMSB)
- Kativik Ilisarniliriniq
- Lower Canada College (LCC)/Québec Association of Independent Schools (QAIS)

The consultation committee established the context and goals for the project, discussed needs and challenges, established the project's mission, created norms and guidelines, and determined the need for subcommittees in order to move forward.

### **Mission statement:**

*To engage stakeholders from our Anglophone school milieu in a discussion about how children learn to read and how they can best be taught; and produce a status report in year one which will inform subsequent steps to be taken.*

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The consultation committee met 6 times throughout the school year.

Given the size of the consultation committee, 3 distinct subcommittees were formed in order to move forward and make the best use of resources. The consultation committee meetings provided an opportunity for each of the subcommittees to come together and share information, engage in discussion, share questions and concerns and focus on solutions. Each subcommittee completed their own data collection process related to their designated objective(s).

**Research Subcommittee**

**Members:**

- DPEFGJ
- LBPSB
- LCC/QAIS
- RSB
- ETSB

**Mission statement:**

*To bring our individual expertise to the table in order to ensure various perspectives are thoroughly explored prior to giving feedback for the status report on curriculum and current practices; to choose articles from the bibliography and other relevant sources (podcasts, blogs, social media), summarize and report back to the subcommittee, whereupon we select key elements to share with the larger consultation committee.*

**Research**

The research subcommittee met 6 times over the school year. The following table illustrates the key pieces of research, curriculum support document and podcasts that were read/listened to (in order), analyzed and shared with the consultation committee to ensure ongoing reflection and nourish discussions. Findings by the Research subcommittee are presented in the Literature Review section of this report.

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| Author                           | Date | Title  |
|----------------------------------|------|--|
| Ontario Human Rights Commission  | 2022 | <a href="#">Executive Summary Inquiry Report: Right to Read</a>  |
| Castles, et al.                  | 2018 | <a href="#">Ending the reading wars: Reading acquisition from novice to expert</a>   |
| Moats, Louisa. C.                | 2020 | <a href="#">Teaching Reading Is Rocket Science. What expert teachers of reading should know and be able to do</a>  |
| Kirby, J. R. & Savage, R. S.     | 2008 | <a href="#">Can the simple view deal with the complexities of reading?</a>   |
| Ontario Ministry of Education    | 2022 | <a href="#">Effective Early Reading Instruction. A teacher's guide.</a>  |
| Hanford, Emily                   | 2022 | <a href="#">Sold a Story: How Teaching Kids to Read Went So Wrong</a>  |
| Scarborough, H. S.               | 2001 | <a href="#">Connecting Early Language and Literacy to Later Reading (Dis)Abilities: Evidence, Theory, and Practice</a>   |
| Duke & Cartwright                | 2021 | <a href="#">The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading</a>  |
| Hoover, W. A., & Tunmer, W. E.   | 2022 | <a href="#">The Primacy of Science in Communicating Advances in the Science of Reading</a>   |
| Wyse, Dominic. & Bradbury, Alice | 2022 | <a href="#">Reading wars or reading reconciliation? A critical examination of robust research evidence, curriculum policy and teachers' practices for teaching phonics and reading</a> |

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## Curriculum Subcommittee

### Members:

- DPEFGJ
- ESSB
- ETSB
- CQSB
- WQSB
- NFSB
- KISB

### Mission statement:

*To critically examine the Québec ELA curriculum and other curricula in order to identify the strengths and weaknesses pertaining to reading competency, and determine pertinent content that could fill the gaps in order to build pedagogical capacity through common knowledge and understanding.*

### Curricula Analyses

The curriculum subcommittee unpacked the Québec elementary English Language Arts curriculum to establish the exact information regarding the teaching of reading. To do this, they designed a framework with categories based on Scarborough's *Reading Rope*, Lynn Senecal's [Wordsmith Inclusive Literacy Resources](#), and Duke and Cartwright's [Active View of Reading](#). The categories covered the following:

| Categories             | Elements   |
|------------------------|--|
| Language comprehension | <ul style="list-style-type: none"><li>• Background Knowledge (predicting, connecting, world/prior knowledge, view of the world, world view)</li><li>• Vocabulary (word origins, word choice)</li><li>• Language Structure (language patterns, syntax, common language patterns, semantics)</li><li>• Verbal Reasoning (inferring, metaphor, idiom)</li></ul> |



| Categories            | Elements   |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>• Literacy Knowledge (print concepts {pragmatics}, genre/text type, critique, opinion, structures &amp; features)</li> </ul>  |
| Fluency               | <ul style="list-style-type: none"> <li>• Fluency (expression/phrasing/pace/rate, automaticity)</li> </ul>  |
| Word recognition      | <ul style="list-style-type: none"> <li>• Phonological Awareness (syllables, phonemes, morphology)</li> <li>• Decoding (alphabetic principle, spelling-sound / grapheme-phoneme (graphophonics) / sound-print correspondence, Written symbol, self-correct)</li> <li>• Sight Recognition (high frequency, orthographic mapping)</li> </ul>  |
| Strategies and skills | <ul style="list-style-type: none"> <li>• Metacognition (reflection, synthesis, critique, own-criteria [judgment], response, opinion, insight, clarify, self-assess/evaluate, portfolio, interest, goal-setting, interpretation)</li> <li>• Strategies / Skills (engagement, motivation, perseverance, cues/cuing, comparing, meaning making, discussion, sharing, conversation, talk)</li> </ul> |

The analysis of the curricula were carried out by counting the number of times the various terminologies appeared in the documents (see Annex 4). Titles and subtitles were excluded from the analysis. What followed was a comparative inquiry that identified the distribution and frequency of skills in a number of national and international elementary reading programs using the same keywords. The results of the analyses were shared with the consultation committee and are presented in the *Curriculum Subcommittee Findings* section of this report.

The curriculum subcommittee met 7 times over the school year.

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## Survey Subcommittee

### Members:

- DPEFGJ
- SWLSB
- Inclusive Schools Network
- DSREA
- EMSB

### **Mission statement:**

*To design an online survey and interview focus group process to gather pertinent information from the perspective of teachers and university professors to contribute to the research into teacher practices around reading in ELA classrooms. Analyze the data as a team and share findings in the status report.*

### Teacher Survey

The survey subcommittee met 6 times over the school year. The subcommittee began by defining the goals of the ELA elementary teacher survey and creating the questions. The ELA Programs team then met twice with the [Artifacts to Maximize Improvement \(AMI\) team](#) from the DSREA for their support in ensuring coherence and continuity between the survey's goals and questions. The survey was then sent to our expert consultant Dr. Lynn Senecal from the [Inclusive Schools Network](#) on September 29, 2022 for her input and feedback. The subcommittee proceeded to validate the survey with the consultation committee on October 5. The survey<sup>9</sup> was sent out in November, 2022 to teachers across the province through the Languages Network with the approval of the DEEN.

### University Interviews

The second mandate of the subcommittee was to design an interview questionnaire<sup>10</sup> for university professors. Given the gaps in the current elementary

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<sup>9</sup> See Annex 1

<sup>10</sup> See Annex 2

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curriculum regarding reading skills, the subcommittee sought to investigate current university course offerings for elementary pre-service teachers. Louisa Moats' in "Teaching Reading *Is* Rocket Science" (2020) calls for a core curriculum on effective early literacy instruction for pre-service teachers and in-service professional development.

"Although reading is the cornerstone of academic success, prospective teachers' coursework may include only 6–9 credit hours in reading, including beginning-level and content-area reading. Even if well taught, a single course in either early elementary or content-area reading is only the beginning. To learn about language structure, the specific techniques of lesson delivery, the development of reading, children's literature, or the management of a reading program based on assessment requires 12–15 credit hours in total" (Moats, 2020, 11).

The subcommittee designed interview questions to engage university professors in a conversation regarding pre-service teacher training, current course offerings, issues and possible solutions. Interviews were held with McGill, Concordia and Bishop's universities.

### **Teacher Focus Group**

The final mandate of the subcommittee was to engage teachers in a conversation that would elaborate on the online survey results, which highlighted access to resources as one of the main challenges regarding teaching reading. The teacher focus group was held on April 19, 2023 and welcomed 35 teachers from across the province. All 9 English school boards were represented in addition to 2 private schools.

The entire focus group looked at the Québec elementary ELA curriculum

documents as our model, noted our first impressions, pros, cons and additional comments<sup>11</sup>. The focus group was then randomly divided into 5 smaller groups each with a moderator from the consultation committee. Each group applied the same questioning process outlined in the Québec model to the various government documents allotted to them.

| Group 1   | Alberta   |
|---|---|
| LBPSB, RSB, EMSB x 2, NFSB, ESSB, CQSB, + moderator     | <ul style="list-style-type: none"> <li>• <a href="#">English Language Arts and Literature Kindergarten to Grade 6 Curriculum</a> (links to online version, however focus group viewed PDF)</li> <li>• <a href="#">Bridging Student Learning to New Curriculum, Subject: English Language Arts and Literature Grade 1</a></li> <li>• <a href="#">Bridging Student Learning to New Curriculum, Subject: English Language Arts and Literature Grade 2</a></li> <li>• <a href="#">Literacy Progressions</a></li> </ul>                  |
| Group 2   | Australia   |
| ETSB x 2, EMSB, NFSB x 2, private school + moderator    | <ul style="list-style-type: none"> <li>• <a href="#">English: Sequence of content F - 6</a></li> <li>• <a href="#">English: Sequence of achievement F - 6</a></li> <li>• <a href="#">Work sample portfolio summary: Year 1. Satisfactory</a></li> <li>• <a href="#">Work sample 3: Foundation Year, Satisfactory (video)</a></li> <li>• <a href="#">Work sample 7: Foundation Year, Satisfactory (video)</a></li> <li>• <a href="#">Australian Online Curriculum Version 8.4</a></li> </ul>   |
| Group 3   | New Brunswick   |
| ETSB, SWLSB, NFSB x 2, WQSB, private school + moderator | <ul style="list-style-type: none"> <li>• <a href="#">Reading Achievement Standards End of Grade 1</a></li> <li>• <a href="#">Reading Achievement Standards End of Grade 2</a></li> <li>• <a href="#">M1 Research and Reading Instruction Companion Document</a></li> <li>• <a href="#">M2 Phonological Awareness Skills and Knowledge Companion Document</a></li> <li>• <a href="#">M3 Phonics Skills and Knowledge Companion Document</a></li> <li>• <a href="#">M4 Fluency Skills and Knowledge Companion Document</a></li> </ul> |

<sup>11</sup> See Annex 3



|  |  |
|--|--|
| <b>Group 3</b>                                     | <b>New Brunswick</b>   |
|  | <ul style="list-style-type: none"> <li>• <a href="#">M5 Vocabulary Skills and Knowledge Companion Document</a></li> <li>• <a href="#">M6 Reading Comprehension Skills and Knowledge Companion Document</a></li> <li>• <a href="#">Building Blocks of Reading Continuum</a></li> </ul>  |
| <b>Group 4</b>                                     | <b>Nova Scotia</b>   |
| EMSB x 2, NFSB x 2, WQSB x 2, SWLSB plus moderator | <ul style="list-style-type: none"> <li>• <a href="#">English Language Arts P - 6 At a Glance</a></li> <li>• <a href="#">Responsive Literacy in the P - 3 Classroom</a></li> <li>• <a href="#">Phonological Awareness and Phonics Instruction in a Balanced Literacy Program</a></li> <li>• <a href="#">Using the Developmental Reading Continuum P-3 in a Balanced Literacy Program</a></li> <li>• <a href="#">Essential Skills for Readers in Grade 2</a></li> <li>• <a href="#">Progression of Essential Reading Skills from Primary to Grade 2</a></li> </ul> |
| <b>Group 5</b>                                     | <b>Ontario</b>   |
| LBPSB, NFSB, WQSB x 2, CQSB, ETBSB + moderator     | <ul style="list-style-type: none"> <li>• <a href="#">Overview of Grades 1 to 3<sup>12</sup></a></li> <li>• <a href="#">Effective Early Reading Instruction, A teacher's guide</a></li> <li>• <a href="#">Right to Read Executive Summary, OHRC</a></li> <li>• <a href="#">Ontario Ministry of Education Response to Right to Read Report</a></li> </ul>  |

In order to ensure objectivity and uniformity, the notes from each of the groups were analyzed using ChatGPT and the following prompts:

1. Synthesize the following comments about the... (curriculum or resource document). Highlight the strengths, weaknesses and opportunities.
2. Analyze the previous comments to come up with 3-5 recommendations to improve... (curriculum or resource document).

<sup>12</sup> Though the document is grades 1-8, participants were provided with a PDF of grades 1-3 only

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## Literature Review

The field of reading research has undergone significant development in recent decades, resulting in the emergence of several theoretical models aimed at explaining the complex nature of reading. The research subcommittee set out to review the seminal literature on a number of themes related to the science of reading and reading instruction since 2001, which included:

- how do children learn to read
- systematic phonics
- decoding
- cueing systems
- synthetic versus analytic phonics
- simple approach to reading
- the impact of print and digital in learning to read

From that research, three prominent models emerged as key theoretical foundations of reading instruction. The first model originated from Gough and Tunmer's work in 1986 on the Simple View of Reading (SVR) which proposed that reading comprehension is the product of two components: word decoding and language comprehension. Over a decade later, Hollis Scarborough's Reading Rope expanded on the SVR model and included specific strands that further defined the elements of language comprehension and word recognition. In 2021, Duke and Cartright's Active View of Reading (AVR), provided a more current theoretical framework which emphasized the importance of active processing during reading to construct meaning from text. An examination of these models provided insight into how they have influenced reading instruction and research in the field of science and education.

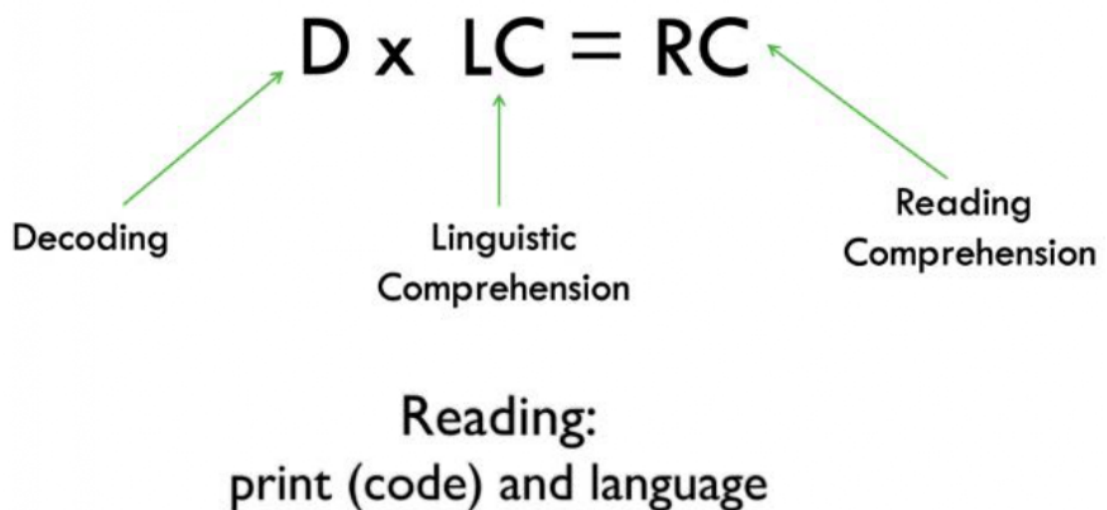
## Theoretical Models

The Simple View of Reading and Scarborough's Reading Rope are two theoretical frameworks that are consistently referenced in reading education research and have been influential in shaping reading instruction and assessment practices.

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The [Simple View of Reading](#) emphasizes the interaction of two essential and equally important components in the reading process: decoding and oral language comprehension. "If reading (R), decoding (D), and linguistic comprehension (L) are each thought of as variables ranging from 0 (nullity) to 1 (perfection), then the simple view of reading can be expressed as  $R = D \times L$ " (Hoover and Gough, 1990). This model developed by Gough and Tunmer in 1986 demonstrates that both components are integrated in order to achieve effective reading comprehension.

### **SIMPLE VIEW OF READING (SVR) (GOUGH & TUNMER, 1986)**



13

Castles, Rastle and Nation's (2018) research validates the relevance of the Simple View of Reading framework. Their research on the stages of reading acquisition confirms the integral role of decoding and oral language comprehension in reading

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<sup>13</sup> Image taken from:  
<https://understandingreading.home.blog/2019/11/11/the-simple-view-of-reading/>

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development. In addition, their research also identifies that emergent readers' ability to comprehend text is constrained by their ability to decode. As they become skilled decoders, their ability to comprehend text is influenced by their understanding of oral language. Castles et al. also suggest that the Simple View of Reading has its limitation in its use because although it offers a framework, it is not an instructional model. "It does not tell us how decoding and linguistic comprehension operate or how they develop" Castles et al. p. 27. In fact, this is true for all three of the prominent theoretical models that were analyzed.

In 2001, subsequent to the development of the Simple View of Reading, Hollis Scarborough, an American psychologist and literacy expert, introduced a new theoretical framework. This model, known as [Scarborough's Reading Rope](#), explains the complex nature of reading comprehension by breaking it down into different component skills or strands.

Scarborough's Reading Rope consists of two main strands: the "language comprehension strand" and the "word recognition strand." The language comprehension strand includes skills such as background knowledge, vocabulary, syntax, and discourse, which are essential for understanding the meaning of written language. The word recognition strand includes skills such as phonological awareness, decoding, and sight word recognition, which are necessary for accurately and fluently recognizing words. Within each strand, there are also multiple sub-skills or strands that contribute to overall reading comprehension. For example, the phonological awareness strand includes skills such as recognizing and manipulating individual sounds (phonemes) in spoken words, while the syntax strand includes understanding the grammatical structure of sentences.

Scarborough's Reading Rope model points out the importance of both strands and all sub-skills in reading comprehension. The more strategic the student becomes with their language comprehension skills and the more automatic they become with their word recognition, the more skilled they are as readers. This model suggests that weaknesses in any of the sub-skills or strands can lead to difficulties in overall reading comprehension.



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More recently, Duke and Cartwright's Active View of Reading (AVR) (2021) conceptualizes reading as multi-dimensional. This model expands on Scarborough's Reading Rope and the Simple View of Reading by emphasizing the importance of active self-regulation during reading. Duke and Cartwright contend that several executive functioning skills including cognitive flexibility, inhibitory control, working memory, and attention control are key contributors to reading.

"These contributions make sense, given the complexity of reading processes that require the ability to direct attention to particular aspects of text (attentional control), build and maintain a model of text meaning while decoding the words in the text (working memory), suppress distracting information (inhibitory control), shift continuously between key processes (cognitive flexibility), and plan and manage one's progression toward the goal of a reading task (planning)" Duke & Cartwright p. S30.

In addition to executive functioning, active self-regulation also includes reader motivation and engagement, and use of reading strategies in the reading process.

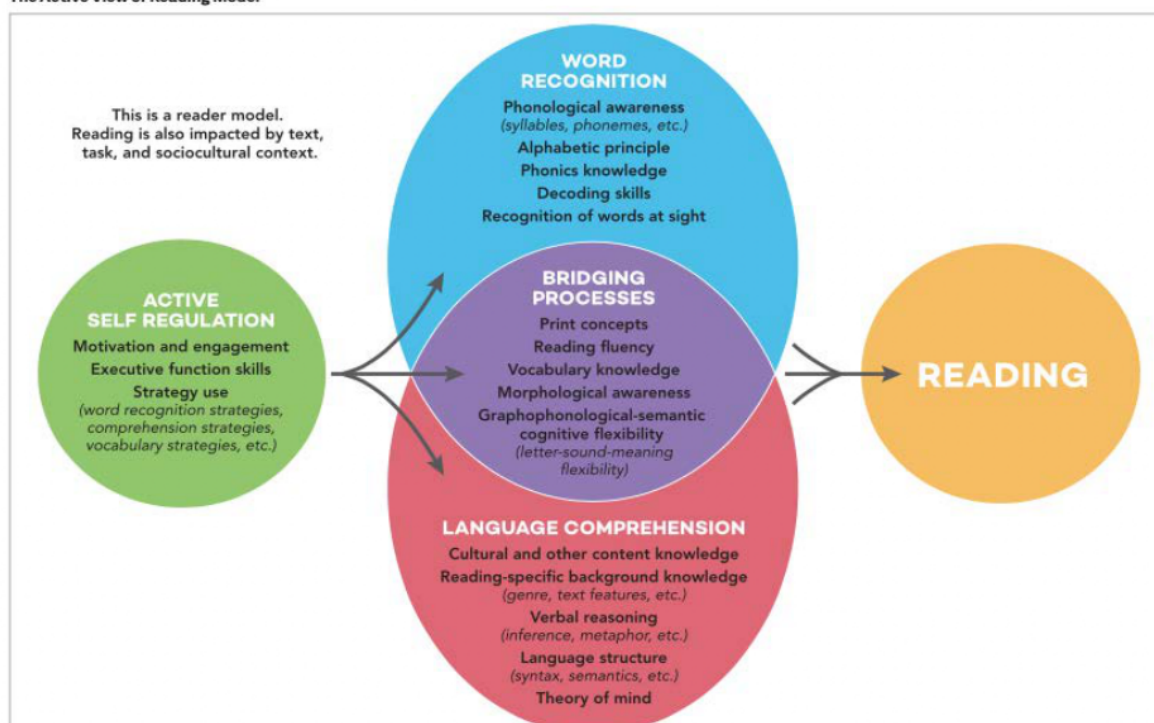
<sup>14</sup> Image taken from:  
<https://dyslexiaida.org/event/a-20th-year-celebration-of-scarboroughs-reading-rope/>



Moreover, the AVR expands on background knowledge within the domain of language comprehension to include cultural and content knowledge.

The AVR model also articulates the bridging processes that connect word recognition with language comprehension expanding on the Reading Rope which merely implies this connection through “increasingly strategic” and “increasingly automatic” arrows.

**FIGURE 2**  
**The Active View of Reading Model**



15

The AVR provides a more current and comprehensive view of the reading process. By acknowledging the complex and interactive nature of reading comprehension, this framework highlights the importance of considering multiple factors when teaching and assessing reading skills. So how do these theoretical frameworks fit into the science of reading?

<sup>15</sup> Image taken from:  
[News | nellkduke.org](https://news.nellkduke.org)

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## Science of Reading

In recent years, the science of reading (SOR) has gained considerable traction in mainstream media as well as across educational platforms. With its rise in popularity, the term has been subject to different interpretations.

The [International Literacy Association](#) defines the *science of reading* as “a term that, in the broadest sense, refers to a corpus of peer-reviewed research on how we learn to read and develop as readers. [They] define SOR as a convergence of accumulated and evolving findings from research regarding reading processes and reading instruction (pedagogy) and how the two are implemented across contexts that interactively bridge cultural, social, biological, psychological, linguistic, and historical bases of learning.”

The science of reading supports evidence-based practices in reading instruction that affirms the importance of understanding the underlying cognitive processes involved in reading. It recognizes the importance of the five pillars of reading: phonemic awareness (ability to hear, identify, manipulate and substitute phonemes), phonics (ability to understand the correspondence grapheme/phoneme...), fluency (ability to read text accurately, at appropriate pace and with expression), vocabulary (words that students understand and use) and comprehension (ability to understand, make meaning) in effective reading instruction.

The science of reading builds on the aforementioned theoretical models by providing more specific direction for teaching each component of reading. For example, it underscores the importance of explicit, systematic and cumulative phonics instruction following a scope and sequence of sounds, which is a key component of decoding. Though the science of reading acknowledges the need to develop background knowledge and vocabulary, which are important for language comprehension, its main focus is on decoding and structured word inquiry, with an emphasis on evidence-based practices and the importance of understanding the

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cognitive processes involved in reading.

It is this discussion around the science of reading that fuelled the Ontario Human Rights Commission's *Right to Read* report and subsequent changes to the Ontario elementary reading curriculum and prompted a deeper dive by the curriculum subcommittee into Québec's elementary reading competency.

## **Implications**

As the Reading Rope (Scarborough, 2001) suggests, effective reading instruction should focus on developing all sub-skills within both the language comprehension and word recognition strands. It has also been used to inform the development of reading intervention programs for struggling readers, by identifying specific areas of weakness and targeting instruction accordingly.

Moats (2020) and Castles, Rastle and Nation (2018) assert the need for up-to-date pre-service teacher training and ongoing professional development. As stated by Moats, "Expert teachers will have the knowledge, strategies and materials to judge what to do with particular children, not on the basis of ideology, but on the basis of observation, evidence for what works and knowledge of the science of reading, child development and content." The valorisation of teacher knowledge and professional judgment is essential.

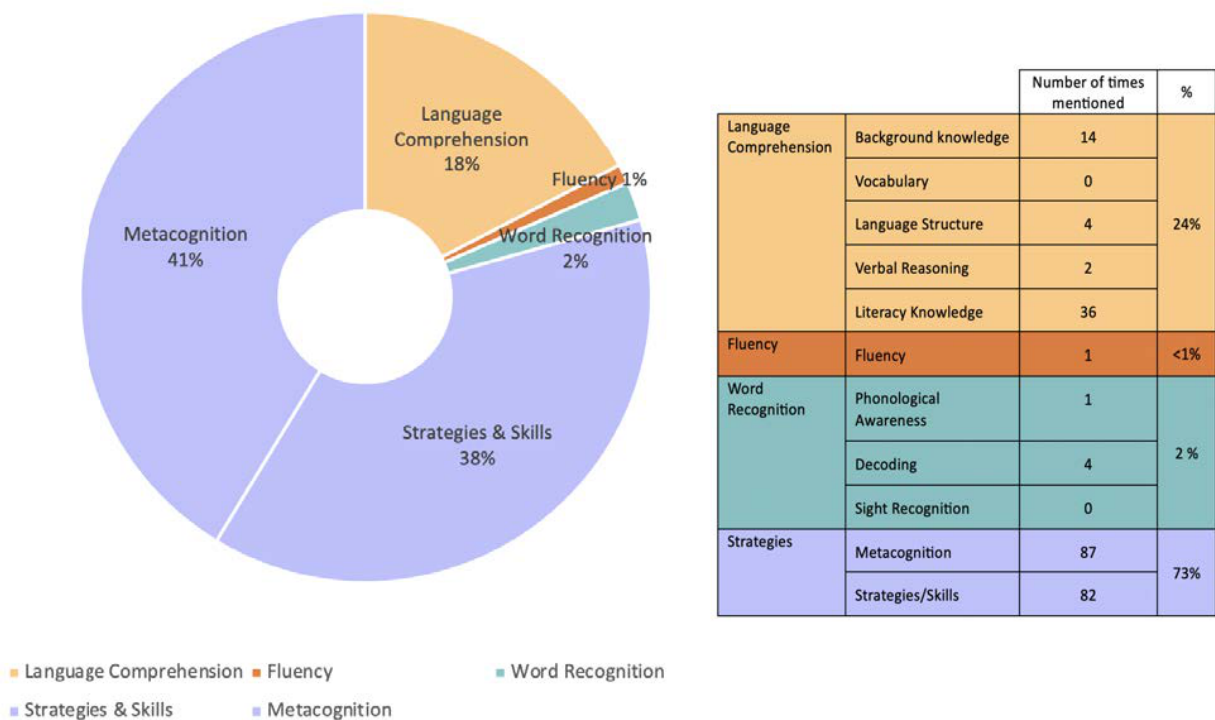
# Curriculum Subcommittee Findings

## Curriculum Analysis

The curriculum subcommittee aimed to critically examine the [Québec Elementary English Language Arts program](#) by establishing core understandings regarding reading and the teaching of reading using Scarborough's Reading Rope, Lynn Senecal's *Reading: Teaching With Purpose* and Duke and Cartwright's *Active View of Reading*. The committee unpacked the program of study, the Progression of Learning (PoL), and the Framework for the Evaluation of Learning to identify their respective strengths and gaps.

The curriculum documents were analyzed using key terminology based on popular theoretical models for reading (see Methodology and Annex 4). The diagram below represents the distribution of reading skills according to the analysis.

Québec Elementary English Language Arts Program  
(2001)



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The findings from the curriculum subcommittee identify several strengths of the Québec Education Program (ELA), such as the program's focus on authenticity and purpose, encouragement of critical reading and self-reflection, and the central role of talk in reading. However, the committee has also found significant gaps in the program, including the lack of explicit instruction on foundational reading skills, word study, and the connection between reading and writing.

### [Progression of Learning English Language Arts \(PoL\)](#)

The following comments by the teacher focus group held in April 2023 highlight the concerns and observations about the document:

- phonics, encoding, and decoding are not addressed sufficiently
- explicit expectations are needed for foundational literacy pillars
- missing explicit spelling instruction, phonics scope and sequence, and phonological awareness
- lacks a clear scope and sequence for teaching reading, writing, and spelling

The curriculum subcommittee stresses the critical importance of providing explicit instruction on foundational reading skills and linking the program to the [Preschool Cycle Program](#). The lack of word study at all levels of the program is a significant gap that must be addressed.

In addition, the above findings highlight the need to create a better connection between reading and writing in the program while maintaining a comprehensive approach. The Québec elementary ELA curriculum must be the equalizing piece across the province, ensuring that all teachers have access to a curriculum that provides clear and comprehensive information for high-quality literacy instruction.

In summary, urgent action is needed to update the elementary ELA program, provide teachers with necessary support, and ensure that all students have access to literacy instruction that is tailored to meet their needs, i.e. respects their zone of proximal development. Failure to take action could have long-term consequences for the education and future opportunities of our students in Québec.



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Teacher proposals:

- a toolkit and additional resources to support the curriculum
- specificity regarding foundational literacy skills and how to teach them
- simplified curriculum documents that clearly define essential learning and targets for students
- professional development to support teachers in teaching early literacy skills

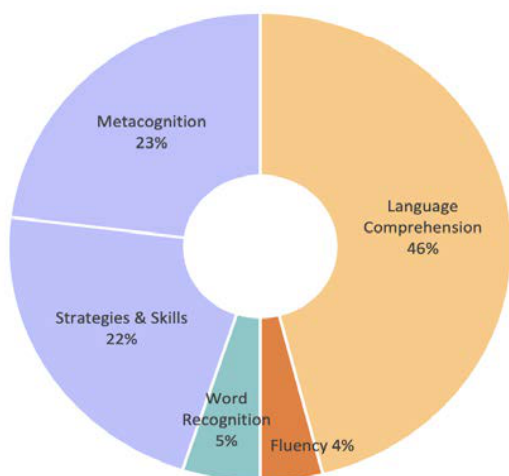
## **Provincial Findings**

The curriculum subcommittee also critically examined other provincial reading curricula and used the same linguistic approach to identify strengths and weaknesses in regards to mention of foundational literacy skills. The curriculum subcommittee did not analyze provincial curricula for overall qualities or gaps. Curricula were not compared quantitatively or qualitatively.

The teacher focus group made up of teachers from each of the 9 English school boards and two private schools met to analyze government-authored support resources for the reading curricula from Alberta, Australia, New Brunswick, Nova Scotia and Ontario (see Annex 3). Government resources from British Columbia, Manitoba and Newfoundland and Labrador were not analyzed by the teacher focus group due to budget and time restraints.

## British Columbia

British Columbia English Language Arts Curriculum  
K - 9 (2016)

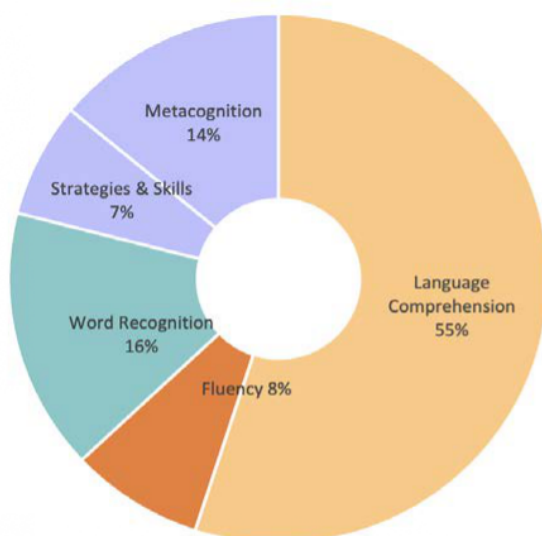


Language Comprehension Fluency Word Recognition  
Strategies & Skills Metacognition

|                        |                        | Number of times mentioned | %   |
|------------------------|------------------------|---------------------------|-----|
| Language Comprehension | Background knowledge   | 106                       | 46% |
|                        | Vocabulary             | 92                        |     |
|                        | Language Structure     | 143                       |     |
|                        | Verbal Reasoning       | 25                        |     |
|                        | Literacy Knowledge     | 130                       |     |
| Fluency                | Fluency                | 41                        | 4%  |
| Word Recognition       | Phonological Awareness | 25                        | 5%  |
|                        | Decoding               | 15                        |     |
|                        | Sight Recognition      | 13                        |     |
| Strategies             | Metacognition          | 238                       | 45% |
|                        | Strategies/Skills      | 240                       |     |

## Alberta

Alberta English Language Arts and Literature  
Kindergarten to Grade 6 Curriculum (2022)



Language Comprehension Fluency Word Recognition  
Strategies & Skills Metacognition

|                        |                        | Number of times mentioned | %   |
|------------------------|------------------------|---------------------------|-----|
| Language Comprehension | Background knowledge   | 175                       | 55% |
|                        | Vocabulary             | 459                       |     |
|                        | Language Structure     | 190                       |     |
|                        | Verbal Reasoning       | 282                       |     |
|                        | Literacy Knowledge     | 67                        |     |
| Fluency                | Fluency                | 177                       | 8%  |
| Word Recognition       | Phonological Awareness | 58                        | 16% |
|                        | Decoding               | 262                       |     |
|                        | Sight Recognition      | 29                        |     |
| Strategies             | Metacognition          | 144                       | 21% |
|                        | Strategies/Skills      | 290                       |     |

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Comments from the teacher focus group included:

### Literacy Progressions

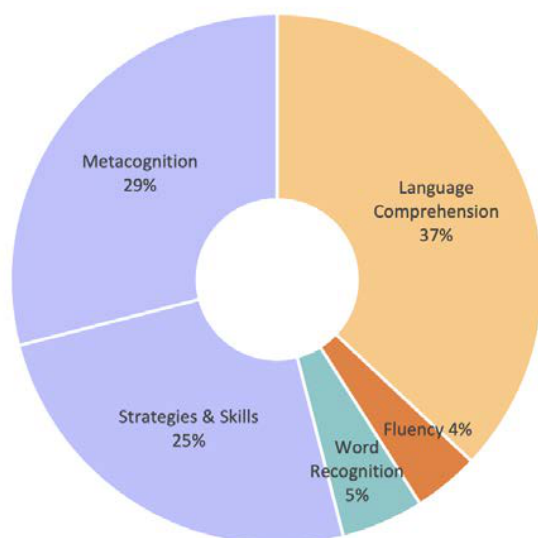
- broad overview and simple progressions that encourage independence
- some comments lack detail - does not provide concrete outcomes
- it would be preferable to have something that emphasizes the importance of explicit instruction and provides examples of what that would look like

### Bridging Student Learning to New Curriculum, Subject: English Language Arts and Literature Grade 1 & Grade 2

- a quick read, clear and easy to understand
- linking changes from the old to the new curriculum helps reduce anxiety and stress
- showcases the interesting aspects of the curriculum
- more detailed examples could better support the changes

## Manitoba

English Language Arts Curriculum Framework  
A Living Document (2020)



|                        |                        | Number of times mentioned | %   |
|------------------------|------------------------|---------------------------|-----|
| Language Comprehension | Background knowledge   | 63                        | 37% |
|                        | Vocabulary             | 24                        |     |
|                        | Language Structure     | 29                        |     |
|                        | Verbal Reasoning       | 2                         |     |
|                        | Literacy Knowledge     | 123                       |     |
| Fluency                | Fluency                | 27                        | 4%  |
| Word Recognition       | Phonological Awareness | 1                         | 5%  |
|                        | Decoding               | 29                        |     |
|                        | Sight Recognition      | 4                         |     |
| Strategies             | Metacognition          | 164                       | 54% |
|                        | Strategies/Skills      | 187                       |     |

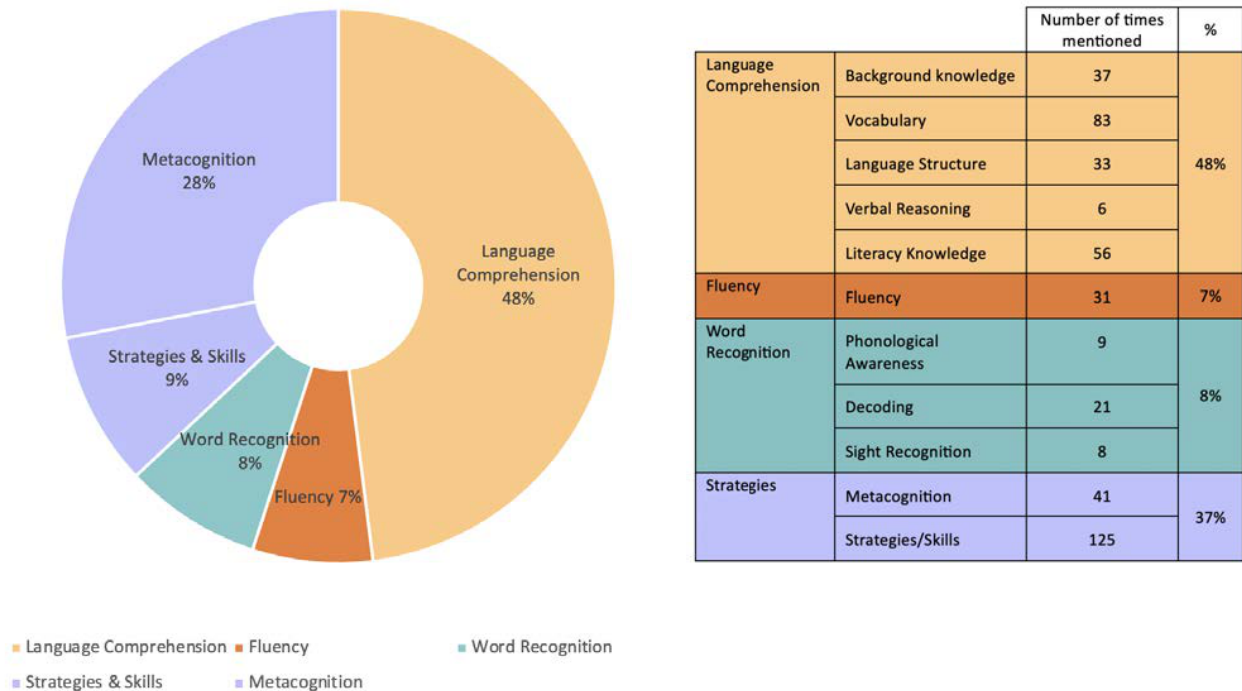
■ Language Comprehension ■ Fluency  
■ Strategies & Skills ■ Metacognition

■ Word Recognition

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## Ontario

The Ontario Curriculum Grades 1 - 8 Language (2006)



### [Effective Early Reading Instruction: A teacher's guide](#)

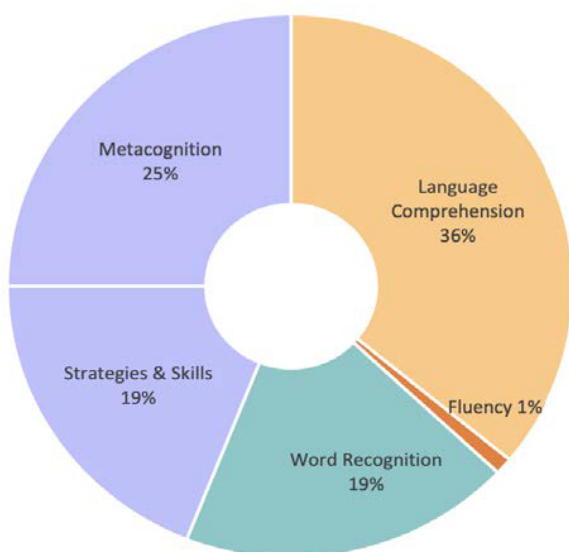
Comments from the teacher focus group included:

- well-structured and user-friendly, with a clear explanation of the "what" and "why" behind the teaching content
- provides explicit instructional strategies and includes a helpful glossary
- outlines the progression of skills required across different grade levels with a visual representation
- lack of information about evaluation
- some sections seem to focus heavily on spelling and phonics
- would be beneficial for the document to be more specific to grade levels, such as including DRA levels and phonemes

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## New Brunswick

### Atlantic Canada English Language Arts Curriculum Elementary K - 3 (1998)



|                        |                        | Number of times mentioned | %   |
|------------------------|------------------------|---------------------------|-----|
| Language Comprehension | Background knowledge   | 166                       | 36% |
|                        | Vocabulary             | 56                        |     |
|                        | Language Structure     | 95                        |     |
|                        | Verbal Reasoning       | 8                         |     |
|                        | Literacy Knowledge     | 37                        |     |
| Fluency                | Fluency                | 16                        | 1%  |
| Word Recognition       | Phonological Awareness | 26                        | 19% |
|                        | Decoding               | 127                       |     |
|                        | Sight Recognition      | 35                        |     |
| Strategies             | Metacognition          | 187                       | 44% |
|                        | Strategies/Skills      | 253                       |     |

■ Language Comprehension ■ Fluency ■ Word Recognition  
■ Strategies & Skills ■ Metacognition

The Government of New Brunswick is poised to publish their new elementary reading curriculum later this year. In anticipation of the revised curriculum, a panoply of resource documents are available for teachers to support the instruction of early literacy skills. The following comments on the New Brunswick government resources were provided by the teacher focus group and present initial impressions, pros, cons and additional thoughts:

#### [Building Blocks of Reading Continuum](#)

- clear, organized, informative and easy to use reference
- focus is on reading development rather than grade level expectations



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## [Reading Achievement Standards End of Grade 1](#) and [End of Grade 2](#)

- concise, two-page pamphlet style makes them easy to navigate
- both provide helpful examples, specific guiding questions and clear expectations
- supportive to new teachers and inclusive for educators of all comfort levels
- focus on appropriate and "strong" achievement, including enrichment
- provide appropriate expectations but lack guidance on supporting students who are not reaching that level and need additional support

## [M1 Research and Reading Instruction Companion Document](#)

- designed using the latest science of reading research and includes explanations of structured literacy and examples of expectations
- lack of information on the types of texts included in the document
- combining information from this document with updates to a more concise Québec ELA curriculum would be appreciated

## [M2 Phonological Awareness Skills and Knowledge Companion Document](#)

- valuable and informative for teachers with a focus on phonological awareness
- concrete examples, including a "must-have" checklist and resources for activities
- lacking in various aspects of writing, such as features, types of texts, and inferences
- lengthy and may require condensed content

## [M3 Phonics Skills and Knowledge Companion Document](#)

- provides strategies, resources, clear definitions, expectations and examples
- "must-have" checklist supports planning and preparation
- structured nature of document with specific lessons/activities may limit teacher creativity or autonomy

- 
- suggestion made for a logical, word-building sequence for learning sounds, as in many science of reading (SOR) programs, rather than following the alphabet sequence
  - lengthy and may require condensed content
  - inclusion of links to video clips demonstrating how to teach these skills is desired

#### [M4 Fluency Skills and Knowledge Companion Document](#)

- informative and easy to follow focus on fluency; clearly breaks down the topic
- provides specific examples along with word definitions, resources such as checklists and activities and "learning outcomes"
- content is science-backed, providing credibility
- lengthy, especially when combined with other documents
- overall design and layout are aesthetically pleasing and easy to navigate

#### [M5 Vocabulary Skills and Knowledge Companion Document](#)

- provides concrete information on Beck's 3-tier words and the difference between receptive and expressive vocabulary
- offers FRIENDS model - concrete, easy and comprehensive way to remember key aspects
- includes numerous concrete strategies organized by phases of development - but may be more helpful to teachers if organized by grade
- additional examples of activities with pictures would be helpful
- lengthy documents may work better as workshops and then serve as reference tools

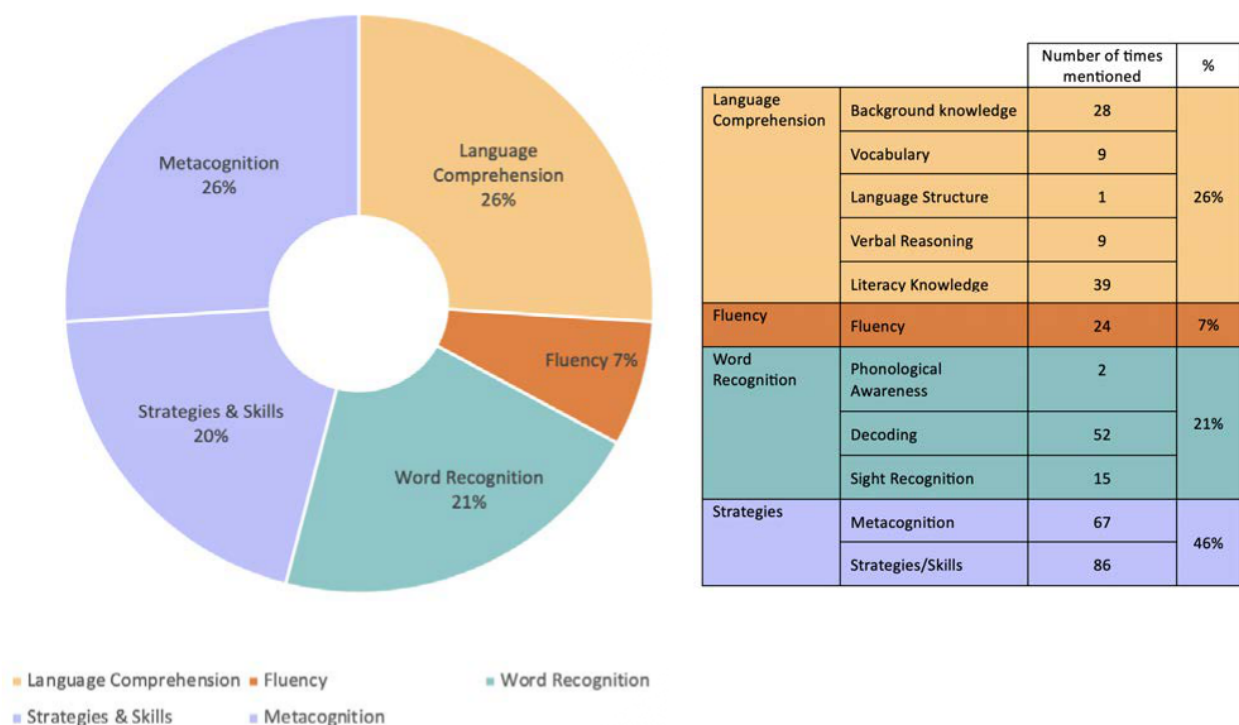
#### [M6 Reading Comprehension Skills and Knowledge Companion Document](#)

- establishes common language and represents diverse group of students/teachers
- clear and informative headings allow for efficient navigation

- references to SOR and inclusion of sentence stems and prompts for teachers provide clarity and support understanding
- provides examples of helpful books and follow-up questions for read-aloud activities
- inclusion of Grade Outcomes (GOs) is useful for continuity and new teachers
- mentions Fountas and Pinnell, but caution advised due to criticisms of their guided reading approach (with the note that further investigation is needed)
- reflects the reality of differentiating instruction in classrooms - not grade-specific
- global competencies are clearly defined
- lengthy but informative

## Nova Scotia

### Nova Scotia English Language Arts P-6 (2019)



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Comments from the teacher focus group included:

#### Developmental Reading Continuum P - 3

- provides an idea of what to teach and makes criteria explicit by listing clear actions and behaviors
- includes aspects of balanced literacy, not just phonics/decoding
- clear but simplified compared to other familiar documents like the Fountas and Pinnell continuum and descriptive Benchmark Assessment continuum

#### Progression of Essential Reading Skills from Primary to Grade Two

- provides breakdown of "Cycle 1" that is visually appealing, well-organized, and easy to follow
- serves as reference document for goal setting, using balanced literacy approach
- very specific, showing clear progression from the previous grade
- similar to the *Continuum of Literacy Learning* by Fountas & Pinnell

#### Responsive Literacy in the P - 3 Classroom

- compatible and complementary to the *Progression of Essential Reading Skills*
- provides detailed guidance on what to teach and when
- represents only a small portion of what should be taught, emphasizing the need for meaningful application of skills during instructional time

#### Phonological Awareness and Phonics in a Balanced Literacy Program

- clearly structured and avoids being wordy
- includes RTI (Response to Intervention) model
- provides writing exemplars linked directly into the document at each level
- includes four monthly benchmarks that align with the program's goals
- questions provided help guide teaching practices and self-evaluation
- organized by a clear set of essential skills for each grade level
- offers supports for learners who are not meeting benchmarks

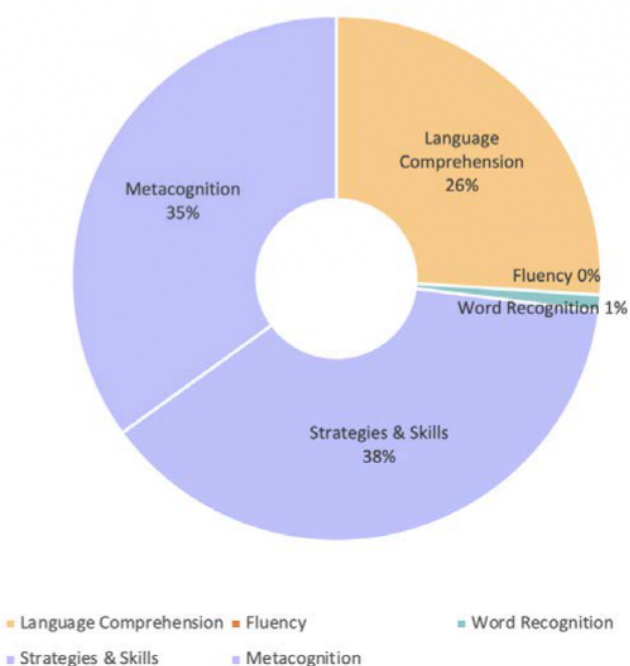
- may resemble a pacing guide, raising concerns about teachers feeling pressured to cover content before students are ready
- document could be formatted as a checkmark form

### Essential Skills for Readers in Grade One and Grade Two

- clearly outlined and concise, visually appealing, with a great use of color
- useful and efficient for weekly and daily check-ins and planning purposes

## Newfoundland and Labrador

English Language Arts Curriculum Guides  
(2013-2017)



|                        |                        | Number of times mentioned | %   |
|------------------------|------------------------|---------------------------|-----|
| Language Comprehension | Background knowledge   | 14                        | 26% |
|                        | Vocabulary             | 0                         |     |
|                        | Language Structure     | 1                         |     |
|                        | Verbal Reasoning       | 0                         |     |
|                        | Literacy Knowledge     | 36                        |     |
| Fluency                | Fluency                | 0                         | 0%  |
| Word Recognition       | Phonological Awareness | 0                         | 1%  |
|                        | Decoding               | 1                         |     |
|                        | Sight Recognition      | 0                         |     |
| Strategies             | Metacognition          | 74                        | 73% |
|                        | Strategies/Skills      | 69                        |     |

Separate documents for each grade level were analyzed:

- ELA1 (pp. 62-63)
- ELA2 (pp. 59-60)
- ELA3 (pp. 58-59)
- ELA4 (pp. 58-59)
- ELA5 (pp. 47,147,219)
- ELA6 (pp. 66-67)



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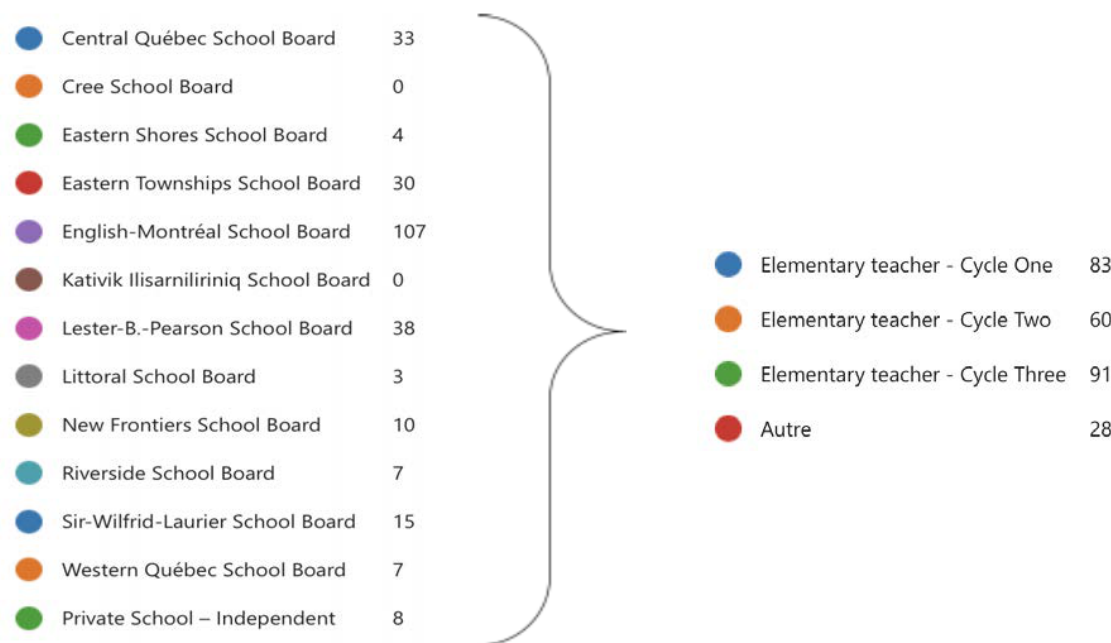
# Research Into Reading Teacher Survey Results

In the fall of 2022, a survey (Annex 1) created by the Consultation Committee in conjunction with the AMI team ([Artifacts to Maximize Improvement](#)) of the Direction du soutien au réseau éducatif anglophone (DSRÉA) was sent to elementary teachers across the province. The inquiry was designed using the PDSA approach, that is, Plan - Do - Study - Act. It sought to:

- gain a portrait of the pedagogical practices of Québec reading teachers
- uncover teaching approaches: ideology, tools, resources, etc.
- gain an understanding of teachers' concerns about teaching reading
- identify equity issues
- understand how we can better help teachers teach reading

A needs analysis of the data obtained was carried out to determine a global portrait of the teaching of reading in the province of Québec (Anglophone sector) in order to help determine professional development needs. A total of 262 teachers responded to the survey.

## School and Experience



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In terms of overall teaching experience, 80% of teachers surveyed had over 11 years, while 15% of teachers had 6-10 years of experience and 5% of teachers had less than 5 years.

The following diagram represents the years of experience teaching their specific cycle level:



### Teaching Practice

When asked how often teachers referred to the elementary ELA program of study, 21% of teachers responded often, 47% sometimes, 24% rarely and 8% never.

Responses that correlate with the current program of study:

- early exposure to reading: programs start early with reading instruction, ensuring students begin developing reading skills from a young age
- autonomy for teachers: teachers have flexibility in choosing relevant materials and designing reading programs that suit the needs of their students
- variety of strategies: the program employs a variety of strategies to enhance critical thinking and open-minded responses to texts
- emphasis on comprehension: the program teaches decoding and comprehension skills, fostering a deeper understanding of texts
- response to literature: the program encourages students to respond to literature through various means, promoting critical thinking and analysis

- 
- cross-curricular integration: ELA reading programs are designed to integrate with other subject areas, fostering a holistic learning experience

Significant confusion was identified when teachers were asked to express the strengths of the current elementary ELA (English Language Arts) program regarding reading instruction. Among the strengths listed that do **not** appear in the current program of study were:

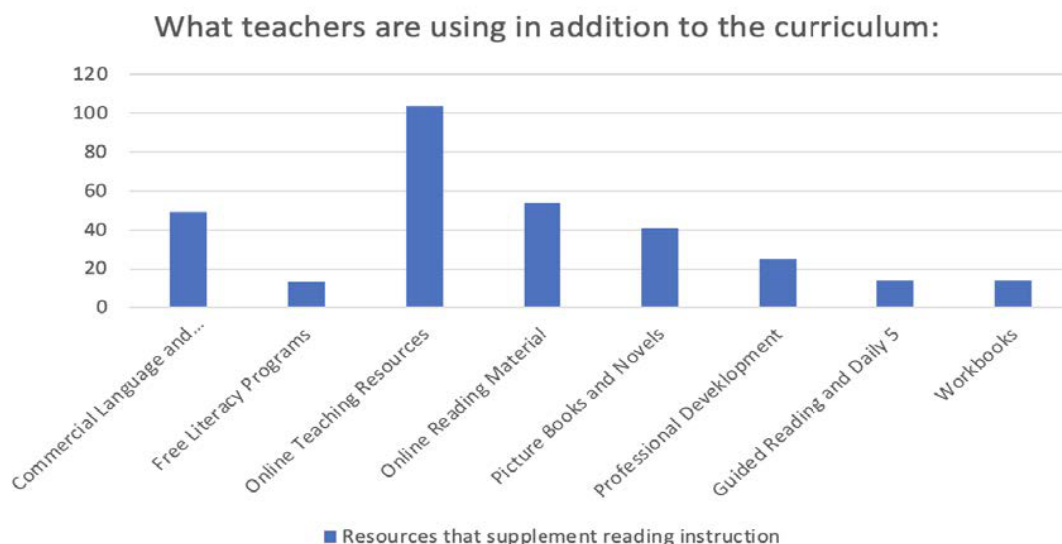
- focus on phonics and vocabulary skills: the program focuses on developing phonological skills and improving vocabulary development. It emphasizes phonics instruction, helping students develop strong decoding skills and sound out words effectively
- logical sequence: the skills taught in the program are well-organized with a logical sequence, starting with letter sounds and letter recognition, which provides a solid foundation for reading
- sight words: the program incorporates sight words, which are essential for reading fluency and comprehension
- structured literacy: an approach which is research-based and effective for teaching reading
- early intervention: early intervention in reading is emphasized, helping students develop a love for reading from an early age

It's important to note that different school boards and even individual schools within school boards implement various reading programs or approaches to supplement gaps in the current program. While this may conflate the current provincial ELA curriculum, it may also relegate the provincial curriculum to the sidelines, raising issues of equity and accessibility given the cost of commercial reading programs and the various approaches to teaching and learning. The analysis nonetheless provides a clear overview of what teachers perceive as important for reading curricula. Also of note is that the effectiveness of a reading program can vary based on how well it aligns with students' needs and the quality of implementation by teachers and educators.

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Weaknesses of the elementary ELA (English Language Arts) program perceived by teachers included:

- lack of emphasis on foundational reading skills: some teachers find that the program does not adequately prioritize the foundational skills necessary for successful reading; i.e. no systematic/explicit approach to teaching phonics and decoding skills
- focus on response: Some feel that the program places too much emphasis on the response process and not enough on foundational reading skills
- vagueness in expectations: some teachers feel that the program's expectations are too vague, making it challenging to set clear learning objectives; i.e. lacking a cohesive structure and progression from one grade to the next, making it challenging for students transitioning between grades
- inconsistent implementation: there is a lack of consistency in how the program is implemented across schools and teachers, leading to varying levels of reading instruction, some teachers feel there is not enough guidance on how to effectively teach and differentiate the reading process
- assessment challenges: the assessment process may not provide a comprehensive picture of students' reading abilities, leading to difficulty in identifying and addressing specific needs
- challenges in supporting English Language Learners: teachers may struggle to adequately support ELL in developing their reading skills



When asked which ideology most closely aligns with their own reading instruction, 60% of teachers leaned towards structured literacy, 35% of teachers preferred a whole language approach, and 5% opted for systematic phonics. Overall, 73% of teachers claimed to feel either confident or very confident supporting their students with their desired approach. The current elementary ELA program is heavily influenced by the whole language movement of the 1980s and 90s. The above data suggests teachers have a marked preference towards a more structured approach to literacy instruction.

Due to a lack of opportunities (people, time, isolation, etc.) almost ⅔ of teachers surveyed plan for both teaching and assessing reading on their own. This highlights the need for better collaborative opportunities and resources for teachers.

In addition to collaborative struggles, teachers identified a number of challenges regarding teaching reading, the most prevalent being too many levels in the same class (42%). Teachers also cited lack of teaching time (22%), lack of resources/materials (17%) and lack of adequate skills/knowledge (11%) among students per the expected level. See chart below for more details.

| MAIN CHALLENGES<br>262 Respondents | CYC. 1<br>(85) 32% | AV.<br>YEARS<br>EXP. | AV.<br>TOTAL<br>EXP. | CYC. 2 (66)<br>25% | AV.<br>YEARS<br>EXP. | AV.<br>TOTAL<br>EXP. | CYC. 3 (94)<br>36% | AV.<br>YEARS<br>EXP. | AV.<br>TOTAL<br>EXP. | Res. (14)<br>5% | AV.<br>YEARS<br>EXP. | AV.<br>TOTAL<br>EXP. |
|------------------------------------|--------------------|----------------------|----------------------|--------------------|----------------------|----------------------|--------------------|----------------------|----------------------|-----------------|----------------------|----------------------|
| Too many levels (111) 42%          | (29) 34%           | 5                    | 15                   | (37) 56%           | 6                    | 15                   | (44) 47%           | 7                    | 16                   | (3) 21%         | 8                    | 16                   |
| Not enough time (55) 21%           | (18) 21%           | 6                    | 17                   | (15) 23%           | 7                    | 16                   | (23) 24%           | 7                    | 17                   | (1) 7%          | 18                   | 10                   |
| Resources/materials (44) 17%       | (13) 15%           | 6                    | 15                   | (12) 18%           | 7                    | 18                   | (16) 17%           | 6                    | 17                   | (3) 21%         | 6                    | 15                   |
| Lack knowledge/skills (30) 11%     | (12) 14%           | 8                    | 16                   | (5) 8%             | 8                    | 16                   | (11) 12%           | 5                    | 13                   | (2) 14%         | 3                    | 5                    |
| Lack of support (26) 10%           | (13) 15%           | 6                    | 15                   | (4) 6%             | 7                    | 16                   | (11) 12%           | 8                    | 17                   | -----           | -----                | -----                |
| 2nd language students (21) 8%      | (6) 7%             | 7                    | 14                   | (4) 6%             | 4                    | 11                   | (9) 10%            | 6                    | 14                   | (2) 14%         | 5                    | 19                   |
| Program (21) 8%                    | (11) 13%           | 5                    | 12                   | (2) 3%             | 4                    | 17                   | (7) 7%             | 4                    | 15                   | (3) 21%         | 7                    | 18                   |
| Lack home support (16) 6%          | (10) 12%           | 6                    | 14                   | (2) 3%             | 7                    | 19                   | (5) 5%             | 7                    | 17                   | -----           | -----                | -----                |
| Classroom behaviour (12) 5%        | (7) 8%             | 4                    | 9                    | (3) 5%             | 4                    | 14                   | (4) 4%             | 7                    | 14                   | -----           | -----                | -----                |
| Class size (13) 5%                 | (6) 7%             | 7                    | 18                   | (3) 5%             | 7                    | 19                   | (2) 2%             | 10                   | 19                   | (1) 7%          | 8                    | 4                    |
| Evaluation (9) 3%                  | (2) 2%             | 9                    | 20                   | (2) 3%             | 4                    | 11                   | (4) 4%             | 7                    | 12                   | (1) 7%          | 20                   | 10                   |
| Lack of training (4) 2%            | -----              | -----                | -----                | (2) 3%             | 6                    | 13                   | (2) 2%             | 5                    | 13                   | (1) 7%          | 20                   | 10                   |
| Av. Total Years of Experience      |                    | 6                    | 16                   |                    | 6                    | 15                   |                    | 7                    | 15                   |                 | 11                   | 12                   |



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## Classroom Environment

Across the province, the top five most popular strategies that teachers implement to help instill a love of reading in their classrooms included:

- read aloud: reading aloud to students with enthusiasm and expressive voices
- choice and variety: providing a variety of books and letting students choose their reading material
- classroom library: having a well-stocked and diverse classroom library for students to access
- reading buddies: pairing students up to read together, creating a positive reading environment
- daily reading time: implementing regular reading time in the classroom, encouraging students to read independently

These strategies serve to promote a love for reading but also to make reading materials readily available and engaging for all students.

When asked if equity and diversity were being addressed in their school (e.g. inclusive literature, ensuring every student has a voice, equitable participation, etc.) 65% of teachers responded yes, 25% were not sure and 10% responded no.

At the classroom level however, teachers cited a number of things they are doing to create a learning environment where all students hopefully feel welcome, respected and can fully participate. Among the most popular strategies mentioned that promote success and self-confidence in the classroom were:

- inclusive literature: using diverse and inclusive books that represent various cultures, backgrounds, and experiences to help make all students feel represented and valued

- 
- respectful discussions: fostering an environment where everyone's opinions and thoughts are respected, and encouraging open discussions where students feel safe to share their ideas
  - positive reinforcement: providing positive reinforcement and encouragement to students for their participation and efforts, emphasizing that it's okay to make mistakes and that learning is a process
  - differentiation: using differentiated instruction and providing varied learning opportunities to accommodate different learning styles and levels, hopefully allowing every student to succeed
  - creating a safe environment: establishing a safe and welcoming classroom community where students feel accepted, respected, and valued, and where diversity is celebrated

These strategies promote a sense of belonging and self-confidence in students, fostering a positive learning environment where everyone's unique qualities and contributions are appreciated and supported.

## **Students**

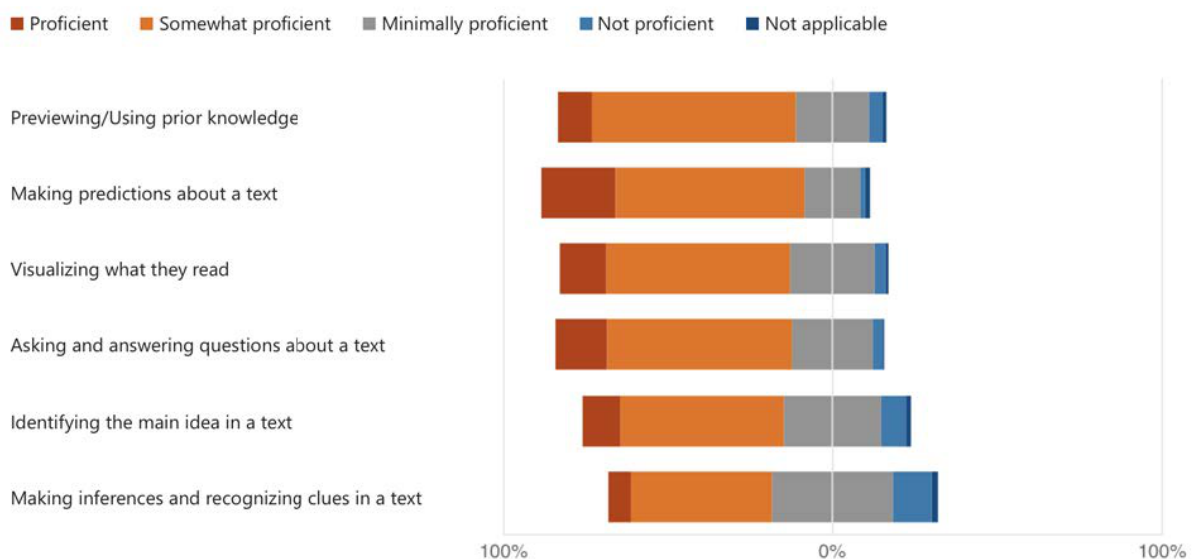
Survey data showed that teachers across the province implement a variety of methods to assess students' reading skills. Data showed 82% of teachers preferred informal teacher-created assessments and formative assessments that provide feedback and inform teaching. Rubrics (criterion-referenced assessments) were the second most popular method chosen by 78% of teachers, and 62% also carry out student/teacher conferences to assess reading skills. Almost 60% of teachers carry out screening assessments that are given at the start of the school year on all students and 56% of teachers polled administer formal diagnostic assessments that focus on specific skills or components of reading such as phonemic awareness, phonics skills, and fluency.

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### Additional reading assessments and benchmarking tools used by teachers:

- DRA (Directed Reading Assessment)
- PM Benchmark (Price Milburn)
- Benchmark Assessment System (Fountas and Pinell)
- running records
- Scholastic Reading Assessments
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- LETRS phonics and word-reading survey
- Wilson Intervention (likely referring to the Wilson Reading System)

The following graph indicates teachers' perceptions of students' proficiency with reading strategies in relation to grade level expectations:



When asked if students in their class were learning to read effectively, 60% of teachers responded yes, while 40% said no.



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According to teachers, the major challenges and factors affecting students' reading development were listed as:

- lack of teacher training and knowledge in effective reading instruction methods
- lack of parental support
- English being a second language
- time constraints
- lack of resources
- learning difficulties
- behavior issues
- class size
- lack of phonics awareness programs
- lack of one-on-one support for struggling readers

It is evident that many factors contribute to the reading challenges students face, and addressing these challenges requires a multi-faceted approach, including adequate resources, targeted interventions, parental involvement, and teacher training in evidence-based reading instruction methods.

## **Professional Development**

Teachers suggest that to teach and assess reading more explicitly, they require:

- effective training: teachers need comprehensive training in evidence-based reading instruction methods to address challenges like lack of teacher training and knowledge
- resources: access to better resources: appropriate reading materials, assessment tools, and technology are crucial
- support for struggling readers: teachers may benefit from additional support and strategies to help struggling readers
- phonics awareness programs: incorporating phonics awareness programs could address the gaps in foundational reading skills

- 
- parental engagement: strategies to involve parents in supporting their children's reading development would also be beneficial

The needs expressed by teachers revolve around more structured literacy approaches, collaborative opportunities, resources, training, support for struggling students, and addressing various challenges that affect students' reading development. These insights highlight the complex nature of teaching reading and the multifaceted strategies required to create effective, inclusive, and engaging reading programs.



*Just about all children can be taught to read and deserve no less from their teachers. Teachers, in turn, deserve no less than the knowledge, skills, and supported practice that will enable their teaching to succeed. There is no more important challenge for education to undertake.*

Moats, 2020.



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## University Interviews

Members of the RIR Consultation Committee met with McGill, Concordia and Bishop's universities to discuss the level of involvement and awareness of the current research on the science of reading and whether there is a sense of alarm regarding the changes in reading curricula across the country. They also sought to understand how the elementary ELA program can better respond to teachers' needs and what specific changes or attention they feel may be required in the curriculum.

The questions (see Annex 2) further inquired about the influence of different theoretical frameworks for teaching reading on the available courses at McGill, Concordia and Bishop's, and whether the Ministry of Education should highlight any specific framework if revisions to the reading competency are to be made.

The interviews also explored the impact of current research on pre-service teacher education courses and the need for baseline understanding of certain skills like phonemic awareness.

Lastly, the interviews aimed to address how to ensure uniform support and skill acquisition for teachers working with students with reading, language, or learning difficulties, and whether training as an elementary generalist is enough for resource or learning center teachers.

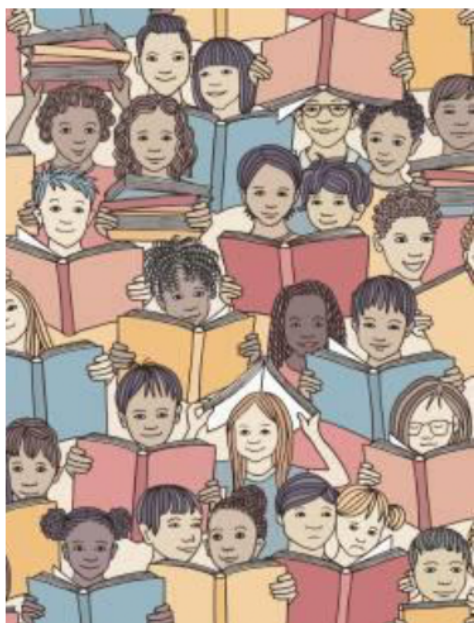
The insights gathered from the interviewees underscore several key elements crucial for effective reading instruction:

- importance of [teacher knowledge](#): emphasize the significance of teacher knowledge and staying informed about the science of reading to ensure effective teaching practices

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- cross-curricular approach: advocate for teaching reading in a transdisciplinary manner, allowing teachers to integrate reading skills into various subjects
  - theoretical models: ground the curriculum in theoretical models like the Active View of Reading and the Cognitive Model
  - updating the curriculum: maintain a process-oriented curriculum, that is iterative and can be updated regularly based on new research and developments in the field, and that also includes video capsules to illustrate how the program translates into classroom practice
  - identifying dyslexia and reading difficulties: highlight the importance of understanding and recognizing the phases of reading development and identifying children who may be struggling early on
  - professional development and training: provide ongoing professional development opportunities to equip teachers with the necessary skills and knowledge to address the needs of struggling readers effectively, encourage teachers to continuously seek professional development to improve their skills
  - integration of phonics and context: emphasize the importance of decoding skills while ensuring that instruction is embedded within meaningful and authentic contexts, encourage teachers to incorporate phonics instruction that is connected to reading and writing activities to enhance students' understanding and application of spelling and decoding patterns
  - comprehensive assessment approach: encourage the use of a variety of assessment tools beyond running records to gain a comprehensive understanding of students' reading abilities, promote the exploration of different assessment methods that capture various aspects of literacy development, such as comprehension, fluency, vocabulary, and critical thinking skills

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- accessible leveled texts: provide teachers with guidance on determining the appropriate level of texts for their students, encourage the use of tools like Fountas and Pinnell as a resource for teachers to independently assess the approximate level of texts, discourage reliance on publishers or specialists and empower teachers to select leveled books that suit their students' needs
  - emphasis on talk and integration: highlight the significance of oral language development and its integration into the reading curriculum, encourage teachers to create opportunities for meaningful discussions, group work, and collaborative activities that foster language development and deepen comprehension skills

To summarize, the professors firmly believe that by incorporating these elements into reading instruction, educators can create a supportive and effective learning environment that nurtures the growth and development of all students as successful readers.



*Teachers who are knowledgeable about the basic structure of the English language incorporate this knowledge into their instruction.*

Kozak and Martin-Chang, 2019.

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## Discussion

It is the collective responsibility of the Québec English teaching community to reflect on teaching practice and to have a collaborative policy ethos where policy makers, teachers, consultants and researchers work together. Moats (2020), notes that “The most fundamental responsibility of schools is teaching students to read. Because reading affects all other academic achievement and is associated with social, emotional, economic, and physical health, it has been the most researched aspect of human cognition.” This value is similarly reflected in the Québec Ministry of Education’s Strategic Plan 2019-2023 stating that “literacy is a key determinant of success, as this fundamental skill ensures that individuals progress through their educational trajectory” (Translation, 19).

In terms of practical implementation, educational guidelines such as those in [Nova Scotia](#) and the [Ontario government's publication](#) on effective early reading instruction provide guidance on evidence-based strategies for teaching reading. However, there is often a gap between research and practice, and it is the responsibility of the Québec Ministry of Education to bridge that gap and provide clear curricula and resources for educators. The government also plays a crucial role in creating an equitable model of literacy instruction, as highlighted in Ontario's *Right to Read* initiative. This inquiry highlights the need for universal screeners, instruction and intervention to help meet the needs of different socio-economic communities, ethnically diverse and neurodiverse learners, as well as multilingual students.

The Elementary ELA curriculum is a literacy program that emerged at the height of whole language instruction, yet does not tout any specific approach, but rather allows latitude for teacher autonomy regarding implementation. With a focus on developing metacognitive skills through text analysis and response in the reading competency, the current Québec curriculum has been identified as a whole language program (Wyse & Bradbury, 2021). Wyse & Bradbury (2021) state, “the whole language approach is driven by reading for meaning, [and that] phonics instruction, and other aspects of reading, are taught in a relatively non-systematic

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way” (p. 3). Identification of the essential tenets of the literacy program would provide clarification for teachers and researchers alike. Furthermore, consideration of the broader theoretical frameworks previously mentioned that underscore the science behind reading would further substantiate the connection between research and practice in the QEP.

Castles, Rastle and Nation (2018) call for a redefinition of balanced literacy that prioritizes evidence-based instruction. Québec reading specialist Dr. Lynn Senecal's term "Comprehensive Literacy" is one concept that has been referenced by the DEEN (Directors for English Education Network) languages network as a way to promote equitable literacy instruction and expand on the sometimes contentious definition of balanced literacy. Ultimately, a strong knowledge base informed by research and practical experience is essential for effective reading instruction.

There is a need to build and reach a common understanding of effective instructional practices that best meet the needs of all students. The current offerings for pre-service teacher training do not necessarily include explicit or in-depth instruction on how to teach reading. Therefore, updating university course programs, if necessary, should reflect these concrete pieces. Considering Québec universities offer courses based on the MEQ English Language Arts curriculum, aligning any changes with evidence-based practices will be essential.



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## Conclusion

Based on the literature review and the findings from the curriculum and survey subcommittees, it is clear that the field of evidence-based reading research, referred to in this report as the science of reading, has evolved significantly, and is exhibited in the various theoretical models aimed at explaining the complexities of reading. Three prominent models, namely the Simple View of Reading, Scarborough's Reading Rope, and the Active View of Reading, have impacted reading instruction to varying degrees.

The Simple View of Reading, proposed by Gough and Tunmer in 1986, emphasizes the interaction between word decoding and language comprehension as essential components of effective reading comprehension. Scarborough's Reading Rope, developed in 2001, expands on the Simple View of Reading by breaking down reading comprehension into different component skills or strands within the language comprehension and word recognition domains. The Active View of Reading, introduced in 2021 by Duke and Cartwright, further extends these models by highlighting the importance of active self-regulation, executive functioning skills, and background knowledge in the reading process.

The curriculum subcommittee's analysis of reading curricula from different provinces highlights both strengths and weaknesses in the existing programs. One of the key challenges identified in the Québec elementary ELA program is the lack of explicit instruction on foundational reading skills, such as phonics and word study. Additionally, there is a need to provide more specific guidelines and resources for teachers to effectively teach reading.

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To address these issues and enhance literacy instruction for all learners<sup>16</sup>, it is recommended that the Ministry of Education:

- 1. Review and revise the current Elementary and Secondary ELA Programs,**  
and
- 2. Provide resources and professional development that are in line with the revisions and reflect evidence-based research.**

For these recommendations to be successful they must include the following:

**Iterative Revised Curriculum Documents that incorporate:**

- essential literacy skills, including phonemic awareness, phonics, word study, vocabulary, fluency & comprehension
- a developmentally appropriate continuum of skills across grade levels
- a common understanding of key concepts and terminology (eg. glossary)
- a comprehensive view of literacy instruction incorporating prominent theoretical models such as the Simple View of Reading, Scarborough's Reading Rope, and the Active View of Reading
- a structured, comprehensive and integrated approach to literacy instruction within contexts that have real-world relevance for students, including, but not exclusive to, digital and increasingly global environments
- perspectives from diverse communities with a vested interest in language and literacy learning in relation to developmental readiness, milestones, and language knowledge

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<sup>16</sup> All learners refers to the cultural, Indigenous, linguistic, socio-economic, neurological, gender and learner diversity within the student bodies of the Anglophone sector.

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**Equity and Diversity:** In addition to the importance of addressing the needs of all learners in all aspects of this work, a particular focus is needed to ensure the incorporation of inclusive texts and understanding the importance of code-switching<sup>17</sup> and biliteracy in the acquisition of reading skills and strategies.

**Professional Development:** Offer sustained and comprehensive professional development for teachers, both elementary and high school, that includes both training and classroom support. Develop webinars and exemplars/models to support teachers' decision-making in all aspects of classroom instruction, including the selection of appropriate resources and the implementation of instructional practices that are inclusive for diverse learners.

**New and Updated Assessment Strategies and Resources:** Develop alternative formative and summative assessment models that go beyond current Ministry evaluations. Provide profiles that clarify observable behaviors and competency that can be disseminated province-wide to inform teaching and instruction and provide insight into students' development. Create a document that illustrates the purpose of diagnostic assessment tools (those that have been tested for reliability and validity), and supports teachers with determining when to use such tools, how to interpret those types of results, and how to plan for intervention and differentiation based on the data collected.

**Collaboration and Communication:** Work with universities to ensure pre-service teacher training is aligned with the MEQ revisions. Foster collaboration within and between school boards (teachers, consultants, psycho-educators, psychologists, and speech-language pathologists) and among researchers and policymakers to create a common understanding of effective practices for literacy instruction.

**Biliteracy:** Explore biliteracy and second language learning in relation to literacy development and acquisition of literacy skills. This includes recognition of literacy

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<sup>17</sup> the practice of alternating between two or more languages or varieties of language in conversation. Oxford Languages.

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development across disciplines, especially the French as a Second Language (FSL) classrooms. Explore the development of a literacy program that would involve valuing and including home language(s) in the classroom, as supported by the research.

By implementing these recommendations, the field of reading instruction in Québec can further evolve to meet the needs of all learners and promote equitable and evidence-based practices in reading education.

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## Annexes

### Annex 1: Research Into Reading Survey

The new Research Into Reading project stems from a request by the Languages Network on behalf of the Directors of English Education Network (DEEN) to look into how reading is being taught in our English schools. Elementary ELA consultants from the nine English school boards as well as Kativik, and representatives from the private sector have collaborated with the English Language Arts programs team at the Direction de la formation générale des jeunes to form a consultation committee. This survey was created by the consultation committee in conjunction with the AMI team (Artifacts to Maximize Improvement) at the Direction du soutien au réseau éducatif anglophone (DSREA).

The intent of this survey is to explore current teacher practice and seeks to:

- Gain a portrait of the pedagogical practices of Québec reading teachers
- Gain an understanding of teachers' concerns about teaching reading
- Identify equity issues
- Uncover the approaches teachers are using to teach their students how to read: tools, resources, etc.
- Understand how we can better help teachers teach reading

Please answer the survey according to the level you are currently teaching. The survey will take 20-25 minutes.

While we ask for your school board and teaching level, this survey is anonymous. Your feedback is invaluable to the success of this endeavour. The survey will remain open until Wednesday, December 14, 2022. Thank you so much for making the time to respond.

#### Section 1

#### PART 1: YOUR SCHOOL AND EXPERIENCE

1. What is your School Board or private school affiliation? Choose one.
  - Central Québec School Board
  - Cree School Board
  - Eastern Shores School Board
  - Eastern Townships School Board
  - English-Montréal School Board
  - Kativik Ilisarniliriniq School Board



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- Lester-B.-Pearson School Board
  - Littoral School Board
  - New Frontiers School Board
  - Riverside School Board
  - Sir-Wilfrid-Laurier School Board
  - Western Québec School Board
  - Private School – Independent
  - Private School – Faith
  - Private School – Special
  - Private School – Other
2. What best describes your main role in your school/learning centre? Choose one.
- Elementary teacher - Cycle One
  - Elementary teacher - Cycle Two
  - Elementary teacher - Cycle Three
3. How many years' experience do you have in the field of education? Choose one.
- 0-5
  - 6-10
  - 11-15
  - 16-20
  - More than 20
4. How many years of experience do you have at the level you are currently teaching? Choose one.
- 0-2 years
  - 3-5 years
  - 6-10 years
  - More than 10 years
5. English Language Arts reading instruction in your school begins in Grade: Choose one.
- One
  - Two
  - Three
  - Four
  - Five
  - Six
6. In your experience, what are the strengths of the current elementary ELA program regarding reading instruction? Short answer.
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7. In your experience, what are the weaknesses of the current elementary ELA program regarding reading instruction? Short answer.

## Section 2

### PART 2: YOUR TEACHING PRACTICE

8. Which Ministry resources do you refer to, to support your reading instruction? Likert.
9. Aside from the current curriculum, what other resources do you use to supplement your reading instruction? (E.g., commercial products, etc.) Short answer.
10. Which one of the following ideologies most closely aligns with your own reading instruction? Choose one.
- Literacy instruction is informed by a deep understanding of how reading develops. There are many different aspects of reading that must be learned—phonics, phonemic awareness, vocabulary, fluent word reading, text comprehension—and all of them contribute to reading acquisition.
  - Early reading instruction in English should be based solely on systematic phonics. That is, initial reading instruction should explicitly and systematically teach letter (grapheme) to sound (phoneme) correspondences.
  - Children best develop their language skills—reading, writing, speaking and listening—through reading, writing, speaking and listening. Real use is valued over practice exercises, not only because such use provides integrated “practice” in phonics, spelling, semantics, etc., but because it shows children that language is for making meanings, for accomplishing something.
11. Based on your response to question 10, how confident are you in supporting your students reading instruction using this approach? Likert.
12. In which of these contexts do you provide explicit reading instruction? Likert.
13. With what frequency do you integrate the following into your practice? Likert.
14. Are there other strategies you are using that you particularly appreciate? Please list them here. Short answer.

- 
15. To what extent do you collaborate in your planning for teaching reading? Likert.
16. To what extent do you collaborate in your planning for assessing reading? Likert.
17. What are the main challenges regarding teaching reading in your classroom?  
Short answer.
18. What do you do in your classroom to instill a love of reading? Short answer.

### Section 3

#### **PART 3: YOUR CLASSROOM ENVIRONMENT**

19. Equity and diversity are currently being addressed in my school (e.g. inclusive literature, ensuring every student has a voice, equitable participation, etc.)  
Choose one.
- Yes
  - No
  - Not sure
20. What strategies do you use to create a learning environment where all students feel welcome, respected and can fully participate? Long answer.

### Section 4

#### **PART 4: YOUR STUDENTS**

21. The reading skills of the students in my class are assessed using the following methods: Likert.
22. Are there any other approaches and/or resources you use to assess your students' reading skills? Short answer.
23. In your experience, how proficient are your students with the following reading strategies in relation to grade level expectations? Likert.
24. Are you satisfied that students in your class are learning to read effectively?  
Choose one.

- 
- Yes
  - No

25. What issues, if any, do you think are hampering your students' reading development? (Equity, access to resources, etc.). Short answer.

## Section 5

### **PART 5: PROFESSIONAL DEVELOPMENT**

26. Beyond your teacher training, have you engaged in professional development for any of the following? (Please check all that apply). Choix multiples.

- Systematic phonics
- Balanced literacy
- Whole language
- Phonological awareness

27. What would better help you teach and assess reading more explicitly? (Please check all that apply.) Multiple choice.

- Professional development
- Online webinars
- Resources (articles, videos, etc.)
- Formative assessment tools

**THANK YOU.**

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## Annex 2: University Interview Questions

1. How involved or touched is McGill/Concordia/Bishop's by the current research on the science of reading? Is there a sense of alarm?
2. There is a lot of room for professional autonomy within the elementary ELA program, but teachers consistently ask consultants for something more concrete to help support their reading instruction. The issue that we are seeing a lot these days is that teachers and even school boards are going to commercial programs to teach students reading. Not all school boards are using the same programs and there is a lack of continuity in the education students receive. How could the elementary reading curriculum better respond to teachers' needs?
3. We are in the process of identifying gaps and elements that require clarification in the elementary program. Are there certain things that you feel require direct attention? Are there any changes you would like to see in the ELA program regarding the reading competency? What would they be?
4. The *Research Into Reading* consultation committee has been looking at a variety of theoretical frameworks for teaching reading. We began with Gough and Tunmer's Simple View of Reading and the work of Louisa Moats, Hollis Scarborough's Reading Rope and more recently the Active View of Reading proposed by Duke and Cartwright. To what extent have these frameworks influenced available courses at McGill/Concordia/Bishop's? Do you see a need for the Ministry of Education to highlight any specific framework?
5. Given the new/updated ELA curricula across the country, (BC, 2016, Manitoba, 2019, NS, 2019, NB, 2023, Ontario TBD) is McGill/Concordia/Bishop's aware of changes to other university curricula for pre-service teachers for the teaching of reading?
6. Is the current research having an impact on the pre-service teacher education courses being taught at McGill/Concordia/Bishop's? In what way – to what extent? Are links made with the linguistics department that would provide a baseline understanding on orthography for example? Are there distinct skills that need to be evaluated at the pre-service level? I.e. phonemic awareness, etc.
7. What can we do to ensure uniform support and skill acquisition for teachers working with students who have reading, language, or learning difficulties (such as dyslexia, for example)? Is training as an elementary "generalist" enough for resource or learning centre teachers?



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### Annex 3: Teacher Focus Group

The focus group today aims to explore some of the issues raised in the survey data to get a better sense of what would best support reading instruction across Québec and serve student learning.

Prior to the breakout:

- *Skim* the documents you have been assigned
  - ◆ Be sure to first open each of the documents to assess the individual lengths and divide your time up accordingly. Re: you're scanning, not reading, to ensure everyone has looked at everything prior to the breakout.

Breakout session:

Each team has been given a curriculum document that focuses on the elementary reading competency from another Canadian province or English-speaking country. Each team also has corresponding government-created support documents. Teams have ½ an hour to read the documents and an additional ½ hour to discuss the contents and respond to the following prompts:

- What are your initial impressions?
- Pros?
- Cons?
- Is the curriculum criteria clear? (is it easy and clear to know what to teach?)
- Additional observations

Include Summary table of results here for other provinces and Australia

## Annex 4: Skilled Reading Comparative Table

Notes:

- Ensure ALL categories are represented: references include Scarborough's Rope, Lynn Senecal's Reading with Purpose, ILA's additions [The Science of Reading Progresses: Communicating Advances Beyond the Simple View of Reading - Duke - 2021 - Reading Research Quarterly - Wiley Online Library](#)
- Removed titles from word search

|                        | Québec   | Québec<br><i>Preschool<br/>Education<br/>Cycle<br/>Program</i>  | Nova<br>Scotia  | British<br>Columbia<br>(Yukon)   | New<br>Brunswick  | Ontario   | Manitoba   | Alberta   | Newfound<br>land and<br>Labrador  |
|------------------------|--|---|---|--|---|---|--|---|---|
| Document<br>Referenced | <a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jep/unes/pfeq/PFEQ_anglais-language-arts-primaire_EN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jep/unes/pfeq/PFEQ_anglais-language-arts-primaire_EN.pdf</a><br>(pp. 74-81) | <a href="http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jep/unes/pfeq/Programme-cycle-prescolaire-AN.pdf">http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jep/unes/pfeq/Programme-cycle-prescolaire-AN.pdf</a> | <a href="https://curriculum.novascotia.ca/sites/default/files/documents/outcomes-indicators-files/English%20Language%20Arts%20P-6%20at%20a%20gla%20nce%20%282019%29.pdf">https://curriculum.novascotia.ca/sites/default/files/documents/outcomes-indicators-files/English%20Language%20Arts%20P-6%20at%20a%20gla%20nce%20%282019%29.pdf</a> | <a href="https://curriculum.gov.bc.ca/sites/curriculum/english-language-arts/1/core">https://curriculum.gov.bc.ca/sites/curriculum/english-language-arts/1/core</a><br><br><a href="https://curriculum.gov.bc.ca/sites/curriculum/english-language-arts/en_english-language-arts-k-9_elab.pdf">https://curriculum.gov.bc.ca/sites/curriculum/english-language-arts/en_english-language-arts-k-9_elab.pdf</a> | <a href="https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/EnglishLanguageArts-GradeK-3.pdf">https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English/EnglishLanguageArts-GradeK-3.pdf</a><br><br>K-3<br>Working on revised program<br><a href="https://www.cbc.ca/news/canada/new-brunswick/literacy-new-brunswick-reading-science-rebecca-halliday-kelly-lamrock-1.6720476">https://www.cbc.ca/news/canada/new-brunswick/literacy-new-brunswick-reading-science-rebecca-halliday-kelly-lamrock-1.6720476</a> | <a href="https://www.edu.gov.on.ca/eng/curriculum/elementary/language18c_urrb.pdf">https://www.edu.gov.on.ca/eng/curriculum/elementary/language18c_urrb.pdf</a><br><br>Gr. 1- pp. 39-41, Gr. 2 pp.53-55, Gr. 3 pp. 67-69, Gr. 4 pp. 83-85, Gr. 5 pp. 97-99, Gr. 6 pp. 111-113 | <a href="https://www.edu.gov.mb.ca/k12/cur/ela/framework/index.html">https://www.edu.gov.mb.ca/k12/cur/ela/framework/index.html</a><br><br>Pg. 1-58: Focused on the foundations and principles of ELA instruction, and the effective planning strategies. Analysis of pages 59-97<br><br>4 interconnected competencies: Language as sense making, language as system, language as power and agency, language as exploration and design.<br>*Divided into grade bands - K-2, and 6-8 were included* | <a href="https://www.learnalberta.ca/EnglishLanguageArtsandLiterature/FinalCurriculumKindergarten-to-Grade3willbeimplementedstartingSeptember2022.Grades4to6areavailableforoptionalimplementationstartingSeptember2022focuson:1-3&amp;4-6(imperfectcount-wouldneedtobelookedatagainiflookingtopublish)">New<br/>LearnAlberta   English<br/>Language<br/>Arts and<br/>Literature<br/>Final<br/>Curriculum:<br/>Kindergarten to Grade 3 will be implemented starting September 2022. Grades 4 to 6 are available for optional implementation starting September 2022 focus on: 1-3 &amp; 4-6 (imperfect count - would need to be looked at again if looking to publish)</a> | <a href="https://www.gov.nl.ca/education/k12/curriculum/guide/english/">https://www.gov.nl.ca/education/k12/curriculum/guide/english/</a><br>Separate documents for each grade<br>ELA1 (pages 62-63)<br>ELA2 (pages 59-60)<br>ELA3 (pages 58-59)<br>ELA4 (pages 58-59)<br>ELA5 (pages 47,147,219)<br>ELA6 (pages 66-67) |

| Year Published  | 2000   | 2021  | 2019   | 2016  | 1998  | 2006   | 2020 (living Document)  | 2022   | 2013-2017  |
|---|--|---|--|---|---|--|---|--|--|
| Background Knowledge (predicting, connecting, world/prior knowledge, view of the world, world view) | Background - 1<br>Predict - 1<br>Connect - 6<br>World kn - 0<br>Prior kn - 2<br>View of the world - 4<br><br>Total: 14 | Background - 2<br>Predict - 4<br>Connect - 11<br>World kn - 0<br>Prior kn - 1<br>View of the world - 11<br><br>Total: 29              | Background - 5<br>Predict - 8<br>Connect - 8<br>World kn - 3<br>Prior kn - 4<br>View of the world - 0<br><br>Total: 28 | Background - 2<br>Predict - 16<br>Connect - 53<br>World kn - 3 (personal knowledge)<br>Prior kn - 20<br>View of the world - 0<br><u>experience</u> - 12<br><br>Total: 106 | Background - 6<br>Predict - 101<br>Connect - 39<br>World kn - 1<br>Prior kn - 12<br>View of the world - 7 (world)<br><br>Total: 166 | Background - 2<br>Predict - 16<br>Connect - 6<br><u>World</u> kn - 7<br>Prior kn - 6<br>View of the world - 0<br><br>Total: 37 | Background - 5<br>Predict - 4<br>Connect - 25<br>World kn - 1<br><u>knowledge</u> 29<br>Prior kn - 1<br>View of the world - 0<br><br>Total: 63                | *Alberta's curriculum is not comparable<br>*sectioned by organizing ideas & units that are not uniquely separated based on talk, reading and writing; too much overlapping | Background - 0<br>Predict - 0<br>Connect - 11<br>World kn - 1 (personal)<br>Prior kn - 2<br>View of the world - 0<br><br>Total: 14 |
| Vocabulary (word origins, word choice)  | Vocab - 0<br>Word ori - 0<br>Word choice - 0<br>Words - 0<br><br>Total: 0  | Vocab - 7<br>Word ori - 0<br>Word choice - 0<br>Words - 36<br><br>Total: 42   | Vocab - 1<br>Word ori - 0<br>Word choice - 0<br>Words - 8<br><br>Total: 9  | Vocab - 5<br>Word ori - 0<br>Word choice - 2<br>Words - 85 (word)<br><br>Total: 92  | Vocab - 25<br>Word ori - 0<br>Word choice - [ 4 times in writing]<br>Words - 31<br><br>Total: 56                                    | Vocab - 2<br>Word ori - 0<br>Word choice - 5<br>Words - 76<br><br>Total: 83  | Vocab - 3<br>Word ori - 0<br>Word choice - 1<br>Words - 20<br><br>Total: 24   | Vocab - Word ori -<br>Word choice -<br>Words -<br><br>Total:   | Vocab - 0<br>Word ori -<br>Word choice -<br>Words -<br><br>Total: 0  |
| Language Structure (language patterns, syntax, common language patterns, semantics)                 | Language - 1<br>Syntax - 1<br>Semantic - 1<br>Common language patterns: 1<br><br>Total: 4                              | Language - 24 (did not count 'language' of instruction)<br>Syntax - 0<br>Semantic - 0<br>Common language patterns: 0<br><br>Total: 24 | Language - 0<br>Syntax - 1 (2 mentions in writing)<br>Semantic - 0<br>Common language patterns: 0<br><br>Total: 1      | Language - 134<br>Syntax - 6<br>Semantic - 0<br>Common <u>language patterns</u> : 3<br><br>Total: 143   | Language - 54<br>Syntax - 11<br>Semantic - 27<br>Common language patterns: 3<br><br>Total: 95                                       | Language - lang-16<br>Syntax - <u>syntactic</u> -6<br>Semantic - 4<br>Common <u>language patterns</u> : 7<br><br>Total: 33     | Language - 29*<br>Syntax - 0<br>Semantic - 0<br>Common language patterns: 0<br><br>Total: 29<br><br>* (+20 repeated uses in all 4 bands - only included once) | Language - Syntax -<br>Semantic -<br>Common language patterns:<br><br>Total:   | Language - 5<br>Syntax - 1 (syntactic)<br>Semantic - 5<br>Common language patterns:<br><br>Total: 11                               |
| Verbal Reasoning (inferring, metaphor, idiom)   | Verbal - 0<br>Infer - 2<br>Metaphor - 0<br>Idiom - 0<br><br>Total: 2   | Verbal - 4 (verbally)<br>Infer - 0<br>Metaphor - 0<br>Idiom - 0<br><br>Total: 4   | Verbal - 0<br>Infer - 9<br>Metaphor - 0<br>Idiom - 0<br><br>Total: 9   | Verbal - 0<br>Infer - 11<br>Metaphor - 14<br>Idiom - 0<br><br>Total: 25   | Verbal - 4<br>Infer - 4<br>Metaphor - 0<br>Idiom - 0<br><br>Total: 8  | Verbal - 0<br>Infer - 6<br>Metaphor - 0<br>Idiom - 0<br><br>Total: 6   | Verbal - 0<br>Infer - 2<br>Metaphor - 0<br>Idiom - 0<br><br>Total: 2  | Verbal - Infer -<br>Metaphor -<br>Idiom -<br><br>Total:  | Verbal - 0<br>Infer - 0<br>Metaphor - 0<br>Idiom - 0<br><br>Total: 0   |

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|---|--|---|--|--|---|---|--|---|---|
| Literacy Knowledge (print concepts {pragmatics}, genre/text type, critique, opinion, structures & features) | Print concept - 0<br>Genre - 0<br>Text Type - 18<br>Pragmatic - 2<br>Structures and Features - 16<br><br>Total: 36 | Print concept - 0<br>Genre - 0<br>Text Type - 0<br>Pragmatic - 0<br>Structures and Features - 0<br><br>Total: 0 | Print concept - 0<br>Genre - 16<br>Text Type - 0<br>Pragmatic - 0<br>Structures and Features - (No structures only Features) 23<br><br>Total: 39 | Print concept - 8 (concepts of print)<br>Genre - 27<br>Text Type - 0<br>Pragmatic - 0<br>Structures and Features - 43<br><i>Literary texts- 0</i><br><i>Text forms- 0</i><br><i>Elements of text- 0</i><br><i>Codes and conventions of print - 2</i><br><i>(conventional features)</i><br><i>Literary Elements - 31</i><br><i>Elements of Story - 11</i><br><i>Elements of Style - 8</i><br><br>Total: 130 | Print concept - 0<br>Genre - 21<br>Text Type - 0<br>Pragmatic - 13<br>Structures and Features - 0<br><i>Literary texts- 0</i><br><i>Stylistic elements (styl)- 0 [in writing]</i><br><i>Text forms- 0 [in writing]</i><br><i>Elements of text- 0</i><br><i>Literary Elements - 0</i><br><i>Elements of Story - 3</i><br><i>Elements of Style - 0</i><br><br>Total: 37 | Print concept - 0<br>Genre - 0<br>Text Type - 0<br>Pragmatic - 0<br>Structures and Features - 14<br><i>Literary texts- 12</i><br><i>Stylistic elements (styl)- 10</i><br><i>Text forms- 12</i><br><i>Elements of text- 8</i><br><br>Total: 56 | Print concept - 0<br>Genre - 12<br>Text Type - 0<br>Pragmatic - Structures and Features - 5<br><i>Codes and conventions of print - 5</i><br><i>Texts (ex. Mentor texts, multiple texts, variety of texts)- 95</i><br><i>Literary Texts - 2</i><br><i>Text forms - 2</i><br><i>Text genre - 2</i><br><br>Total: 123 | Print concept - Genre - Text Type - Pragmatic - Structures and Features -<br><br>Total:       | Print concept - 1<br>Genre - 10<br>Text Type - 5<br>Pragmatic - 5<br>Structures and Features - 9<br><br>Total: 36<br><i>text forms 4</i><br><i>text characteristics 2</i> |
| Language Comprehension subtotal   | # of terms: 23<br>X used: 56   | # of terms: 24<br>X used: 99  | # of terms: 23<br>X used: 86   | # of terms: 31<br>X used: 496  | # of terms: 30<br>X used: 362   | # of terms: 27<br>X used: 215   | # of terms: 29<br>X used: 241  | # of terms: X used:   | # of terms: 13<br>X used: 61  |
| Fluency (expression/p hrasing/pace/ rate, automaticity)   | Fluency - 0<br>Fluent - 0<br>Auto - 0<br>Phrase - 0<br>Expression - 0<br>Pace - 1<br>Rate - 0<br><br>Total: 1      | Fluency - 0<br>Fluent - 1<br>Auto - 0<br>Phrase - 1<br>Expression - 2<br>Pace - 0<br>Rate - 0<br><br>Total: 4   | Fluency - 12<br>Fluent - 2<br>Auto - 1<br>Phrase - 1<br>Expression - 6<br>Pace - 0<br>Rate - 2<br><br>Total: 24                                  | Fluency - 0 in context of reading<br>Fluent - 6<br>Auto - 0<br>Phrase - 3 (phras)<br>Expression - 18 (*in oral storytelling)<br>Pace - 12 (*in oral language)<br>Rate - 0<br><i>Attention to punctuation: 2</i><br><br>Total: 41   | Fluency - 4<br>Fluent - 0<br>Auto - 2<br>Phrase - 7<br>Expression - 3<br>Pace - 0<br>Rate - 0<br><br>Total: 16  | Fluency - 1<br>Fluent - 6<br>Auto - 6<br>Phrase - 4<br>Expression - 8<br>Pace - 0<br>Rate - 6<br><br>Total: 31  | Fluency - 8<br>Fluent - 1<br>Auto - 7<br>Phrase - <i>phrasing - 1</i><br>Expression - 3<br>Pace - 2<br>Rate - 5<br><br>Total: 27   | Fluency -<br>Fluent -<br>Auto -<br>Phrase -<br>Expression -<br>Pace -<br>Rate -<br><br>Total: | Fluency - 0<br>Fluent - 0<br>Auto - 0<br>Phrase - 0<br>Expression - 0<br>Pace - 0<br>Rate - 0<br><br>Total: 0   |
| Phonological  | Phono - 1  | Phono - 3   | Phono - 0  | Phono - 11   | Phono - 14  | Phono - 6   | Phono - 0  | Phono -   | Phono - 0   |

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|--|--|---|--|---|---|--|---|--|---|
| Awareness<br>(syllables,<br>phonemes,<br>morphology)   | Syllable - 0<br>Morph - 0<br><br>Total: 1  | Syllable - 4<br>Morph - 0<br><br>Total: 7   | Syllable - 2<br>Morph - 0<br><br>Total: 2  | Syllable - 2<br>Morph - 3<br>Roots: 3<br>Affixes: 3<br>Suffixes: 3<br><br>Total: 25   | Syllable - 12<br>Morph - 0<br><br>Total: 26   | Syllable - 3<br>Morph - 0<br><br>Total: 9  | Syllable - 1<br>Morph - 0<br><br>Total: 1   | Syllable -<br>Morph -<br><br>Total:  | Syllable - 0<br>Morph - 0<br><br>Total: 0   |
| Decoding<br>(alphabetic<br>principle,<br>spelling-soun<br>d /<br>grapheme-ph<br>oneme<br>(graphophoni<br>cs) /<br>sound-print<br>corresponden<br>ce,<br>Written<br>symbol,<br>self-correct)  | Decoding:<br>2* (counter<br>example/p.<br>77)<br>Alpha - 0<br>Spell - 0<br>Sound - 1<br>Graph - 1<br>Sound-print<br>- 0<br>Written<br>symbols - 1<br>Self-correct<br>- 1<br><br>Total: 4   | Decoding:<br>0<br>Alpha - 7<br>Spell - 0<br>Sound - 1<br>Graph - 1<br>(graphic<br>symbols)<br>Sound-print<br>- 0<br>Written<br>symbols -<br>13<br>(written/wr<br>itten<br>communica<br>tion)<br>Self-correct<br>- 0<br><br>Total: 22    | Decoding:<br>0<br>Alpha - 0<br>Spell - 24<br>Sound - 14<br>Graph - 0<br>Sound-print<br>- 0<br>Written<br>symbols - 0<br>Self-correct<br>- 14<br><br>Total: 52  | Decoding:<br>3<br>Alpha - 0<br>Spell - 0<br>(*related to<br>sound)<br>Sound - 20<br>Graph - 0<br>Sound-print<br>- 0<br>Written<br>symbols - 1<br>(print<br>symbol)<br>Self-correct<br>- 3<br>Phonemic:<br>8<br><br>Total: 15        | Decoding:<br>2<br>Alpha - 13<br>Spell - 20<br>Sound - 19<br>Graphopho<br>n - 28<br>Sound-print<br>- 0<br>Written<br>symbols -<br>Self-correct<br>- 33<br>Sound-sym<br>bol-12<br><br>Total: 127                                  | Decoding:<br>0<br>Alpha - 0<br>Spell - 6<br>Sound - 7<br>Graph - 8<br>Sound-print<br>- 0<br>Written<br>symbols - 0<br>Self-correct<br>- 0<br><br>Total: 21   | Decoding: 1<br>Alpha - 0<br>Spell - 20<br>Sound - 8<br>Graph - 0<br>Sound-print<br>- 0<br>Written<br>symbols - 0<br>Self-correct<br>- 0<br><br>Total: 29  | Decoding:<br>Alpha -<br>Spell -<br>Sound -<br>Graph -<br>Sound-print<br>-<br>Written<br>symbols -<br>Self-correct<br>-<br><br>Total:   | Decoding:<br>Alpha - 0<br>Spell - 0<br>Sound - 0<br>Graph - 6<br>(graphopho<br>nic)<br>Sound-print<br>- 0<br>Written<br>symbols - 0<br>Self-correct<br>- 0<br><br>Total: 11<br><br>typographical 5  |
| Sight<br>Recognition<br>(high<br>frequency,<br>orthographic<br>mapping)  | Sight - 0<br>Recognitio<br>n - 0<br>High - 0<br>Frequency -<br>0<br>Ortho - 0<br><br>Total: 0  | Sight - 0<br>Recognitio<br>n - 0<br>High - 0<br>Frequency -<br>0<br>Ortho -<br><br>Total: 0   | Sight - 0<br>Recognitio<br>n - 0<br>High - 8<br>Frequency -<br>7<br>Ortho - 0<br><br>Total: 15   | Sight - 3<br>Recognitio<br>n - 4<br>High - 0<br>Frequency -<br>0<br>Ortho - 0<br>familiar<br>words - 6<br><br>Total: 13   | Sight - 20<br>Recognitio<br>n - 0<br>High - 7<br>Frequency -<br>8<br>Ortho - 0<br><br>Total: 35   | Sight - 0<br>Recognitio<br>n - 0<br>High - 4<br>Frequency -<br>4<br>Ortho - 0<br><br>Total: 8  | Sight - 1<br>Recognitio<br>n -<br>High - 0<br>Frequency -<br>0<br>Ortho - 0<br><br>Recognize<br>familiar<br>words - 3<br>Total: 4   | Sight -<br>Recognitio<br>n -<br>High -<br>Frequency -<br>Ortho -<br><br>Total:   | Sight - 0<br>Recognitio<br>n - 0<br>High - 0<br>Frequency -<br>0<br>Ortho - 0<br><br>Total: 0   |
| Word<br>Recognition<br>Subtotal  | # of terms:<br>16<br>X used: 5   | # of terms:<br>16<br>X used: 29   | # of terms:<br>X used: 69  | # of terms:<br>29<br>X used: 94   | # of terms:<br>17<br>X used: 188  | # of terms:<br>23<br>X used: 38  | # of terms:<br>17<br>X used: 34   | # of terms:<br>X used:   | # of terms:<br>2<br>X used: 11  |
| Metacognitio<br>n<br>(reflection,<br>synthesis,<br>critique,<br>own-criteria<br>[judgement],<br>response,<br>opinion,<br>insight, clarify,<br>self-assess/ev<br>aluate,<br>portfolio,<br>interest,<br>goal-setting,<br>interpretation<br>) | Meta - 0<br>Reflect - 9<br>Synthes - 0<br>Critique - 0<br>Criteria - 3<br>Judge - 1<br>Critical - 2<br>Opinion - 1<br>Insight - 1<br>Response -<br>18<br>Self-Assess<br>- 0<br>Evaluat - 10<br>Portfolio -<br>10<br>Interest - 5 | Meta - 0<br>Reflect - 3<br>Synthes - 0<br>Critique - 0<br>Criteria - 0<br>Judge - 0<br>Critical - 0<br>Opinion - 3<br>Insight - 0<br>Response -<br>0<br>Self-Assess<br>- 0<br>Evaluat - 0<br>Portfolio - 1<br>Interest - 17<br>Goal - 6 | Meta - 0<br>Reflect - 2<br>Synthes - 5<br>Critique - 0<br>Criteria - 0<br>Judge - 0<br>Critical - 5<br>Opinion -<br>23<br>Insight - 7<br>Response -<br>0<br>Self-Assess<br>- 0<br>Evaluat -<br>Portfolio - 0<br>Interest - | Meta - 120<br>Reflect - 11<br>(reflecting)<br>Synthes - 10<br>Critique - 2<br>Criteria - 0<br>Judge - 0<br>Critical - 20<br>Opinion -<br>27<br>Insight - 0<br>Response -<br>0<br>Self-Assess<br>- 10<br>(self-eval)<br>Evaluat - 11 | Meta - 1<br>Reflect - 22<br>Synthes - 3<br>Critique - 0<br>Criteria - 1<br>Judge - 0<br>Critical - 40<br>Opinion -<br>27<br>Insight - 0<br>Response -<br>21<br>Self-Assess<br>- 1<br>Evaluat - 9<br>Portfolio - 7<br>Interest - | Meta - 1<br>Reflect - 8<br>Synthes - 1<br>Critique - 0<br>Criteria - 0<br>Judge - 2<br>Critical - 0<br>Opinion - 8<br>Insight - 3<br>Response -<br>0<br>Self-Assess<br>- 0<br>Evaluat - 0<br>Portfolio - 0<br>Interest - 8<br>Goal - 0 | Meta - 3<br>Reflect - 35<br>Synthes - 1<br>Critique - 0<br>Criteria - 8<br>Judge - 15<br>Critical - 10<br>Opinion -<br>38<br>Insight - 0<br>Response -<br>4<br>Self-Assess<br>- 0<br>Evaluat - 1<br>Portfolio - 0<br>Interest - 3 | Meta -<br>Reflect -<br>Synthes -<br>Critique -<br>Criteria -<br>Judge -<br>Critical -<br>Opinion -<br>Insight -<br>Response -<br>Self-Assess<br>-<br>Evaluat -<br>Portfolio -<br>Interest -<br>Goal -<br>Interpret - | Meta - 0<br>Reflect - 15<br>Synthes - 0<br>Critique - 0<br>Criteria - 0<br>Judge - 0<br>Critical - 12<br>Opinion - 9<br>Insight - 0<br>Response -<br>13<br>Self-Assess<br>- 0<br>Evaluat - 7<br>Portfolio - 0<br>Interest - 7<br>Goal - 0 |



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|------------------------------|--|--|--|---|---|---|---|---|---|
|                              | Goal - 12<br>Interpret - 15<br><br>Total: 87   | Interpret - 1<br>thoughts- 3<br>Flexible thinking-7<br>Thinking-2<br>Reasoning-5<br><br>Total: 48  | 20<br>Goal - 0<br>Interpret - 5<br><br>Total: 67   | Portfolio - 0<br>Interest - 8<br>Goal - 11<br>Interpret - 8<br><br>Total: 238   | 28<br>Goal - 10<br>Interpret - 17<br><i>Personal thoughts-0</i><br><br>Total: 187   | Interpret - 4<br><i>Personal thoughts- 6</i><br><br>Total: 41   | Goal - 8<br>Interpret - 15<br><br><i>Reflections - 15,</i><br><i>Reflecting - 9</i><br><br>Total: 164   | Total:  | Interpret - 7<br><i>interact - 4</i><br><br>Total: 74   |
|                              | Strateg - 27<br>Skill - 1<br>Engag - 0<br>Motiv - 0<br>Persev - 1<br>Cuing - 1<br>*(title / p. 77)<br>Compar - 8<br>Meaning making - 9<br>Discuss - 21<br>Shar - 3<br>Convo - 3 (conver?)<br>Talk - 9<br><br>Total: 82 | Strateg - 22<br>Skill - 4<br>Engag - 6<br>Motiv - 3<br>Persev - 3<br>Cuing - 0<br>Compar - 9<br>Meaning making - 4 (meaning)<br>Discuss - 2<br>Shar - 3<br>Conver - 3<br>Talk - 5<br><br>Total: 64 | Strateg - 32<br>Skill - 0<br>Engag - 0<br>Motiv - 0<br>Persev - 0<br>Cuing - 0<br>Compar - 5<br>Meaning making - 0<br>Discuss - 19<br>Shar - 6<br>Conver - 0<br>Talk - 24<br><br>Total: 86 | Strateg - 80<br>Skill - 7<br>Engag - 22<br>Motiv - 18<br>Persev - 0<br>Cuing - 3<br>Compar - 7<br>Meaning making - 79<br>Discuss - 4<br>Shar - 0<br>Conver - 7<br>Talk - 13<br><br>Total: 240 | Strateg - 107<br>Skill - 15<br>Engag - 5<br>Motiv - 3<br>Persev - 0<br>Cuing - 31<br>Compar - 7<br>Meaning making - 2<br>Discuss - 32<br>Shar - 16<br>Conver - 9<br>Talk - 26<br><br>Total: 253 | Strateg - 34<br>Skill - 4<br>Engag - 1<br>Motiv - 1<br>Persev - 1<br>Cuing - (cues)- 32<br>Compar - 2<br>Meaning making - 34<br>Discuss - 6<br>Shar - 1<br>Conver - 6<br>Talk - 1<br><i>express-4</i><br><br>Total: 125 | Strateg - 42<br>Skill - 0<br>Engag - 27<br>Motiv - 3<br>Persev - 3<br>Cuing - 7<br>Compar - 12<br><i>Meaning making - 5</i><br>Discuss - 35<br>Shar - 15<br>Conver - 9<br>Talk - 29<br><br>Total: 187 | Strateg - Skill -<br>Engag -<br>Motiv -<br>Persev -<br>Cuing -<br>Compar -<br>Meaning making -<br>Discuss -<br>Shar -<br>Conver -<br>Talk -<br><br>Total: | Strateg - 15<br>Skill - 1<br>Engag - 0<br>Motiv - 0<br>Persev - 0<br>Cuing - 12 (cueing)<br>Compar - 1<br>Meaning making - 26<br>Discuss - 9<br>Shar - 5<br>Conver - 0<br>Talk - 0<br><br>Total: 69 |
| Strategies & Skills Subtotal | # of terms: 28<br>X used: 169  | # of terms: 32<br>X used: 112  | # of terms: X used: 86   | # of terms: 28<br>X used: 478   | # of terms: 29<br>X used: 440   | # of terms: 30<br>X used: 166   | # of terms: 31<br>X used: 351   | # of terms: X used:   | # of terms: 15<br>X used: 141   |
| Overall Approach:            | Whole language   | Play-based curriculum  | Balanced Literacy  |   | Balanced literacy   | Whole language  |   |   |   |

\* Asterisk indicates the term is not used to promote the concept, but is rather dismissive; these numbers are therefore not included in the total.

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