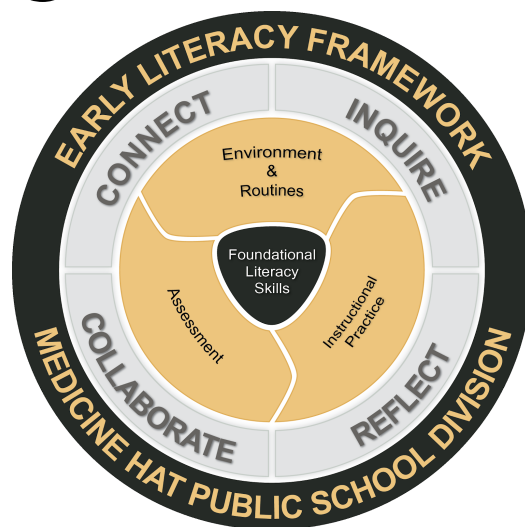


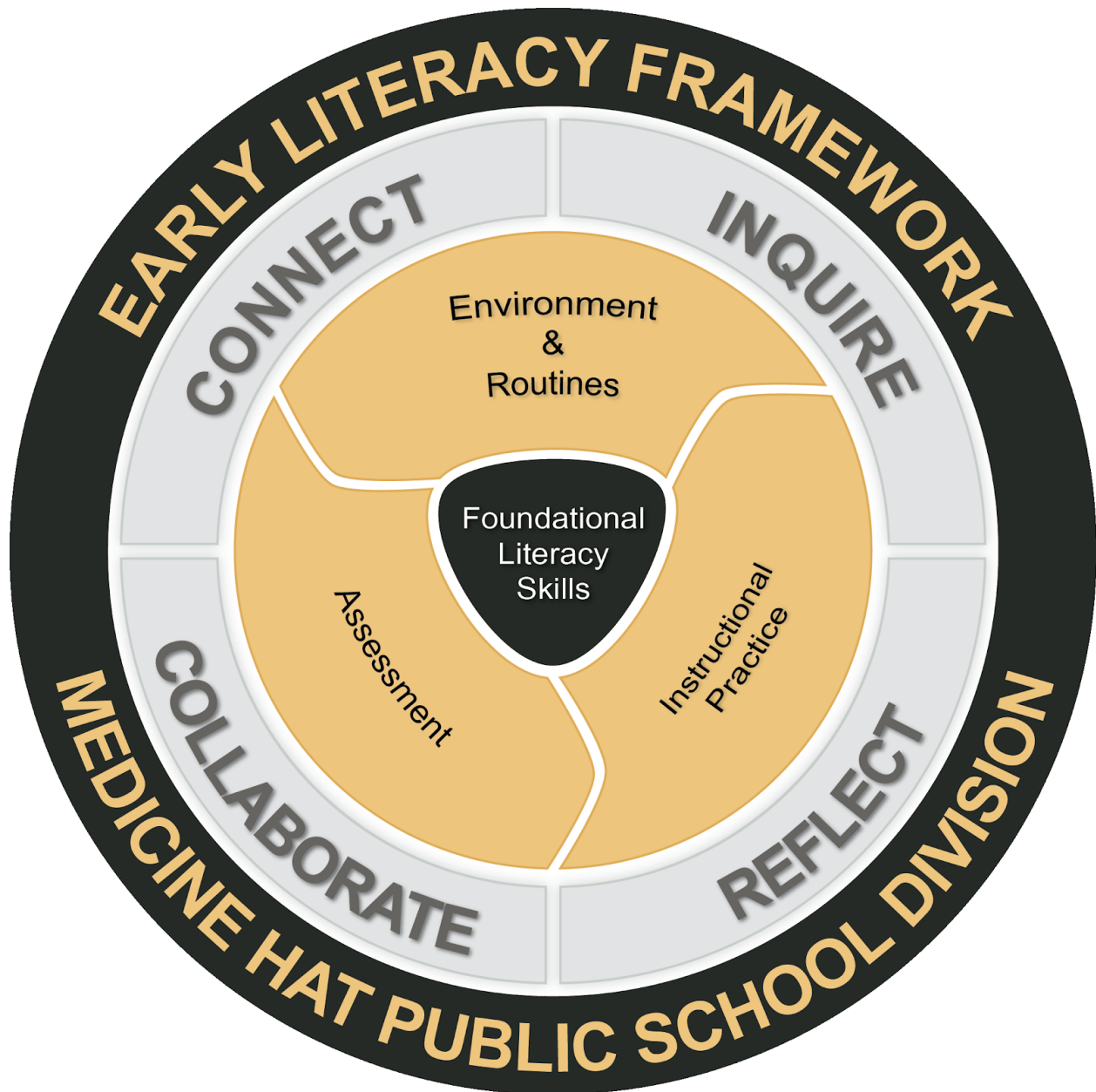
Early Literacy



Framework



Medicine Hat Public School Division



Medicine Hat Public School Division

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Medicine Hat Public School Division

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*"The more that you read,
the more things you will know.
The more you learn,
the more places you'll go."
— Dr. Seuss*

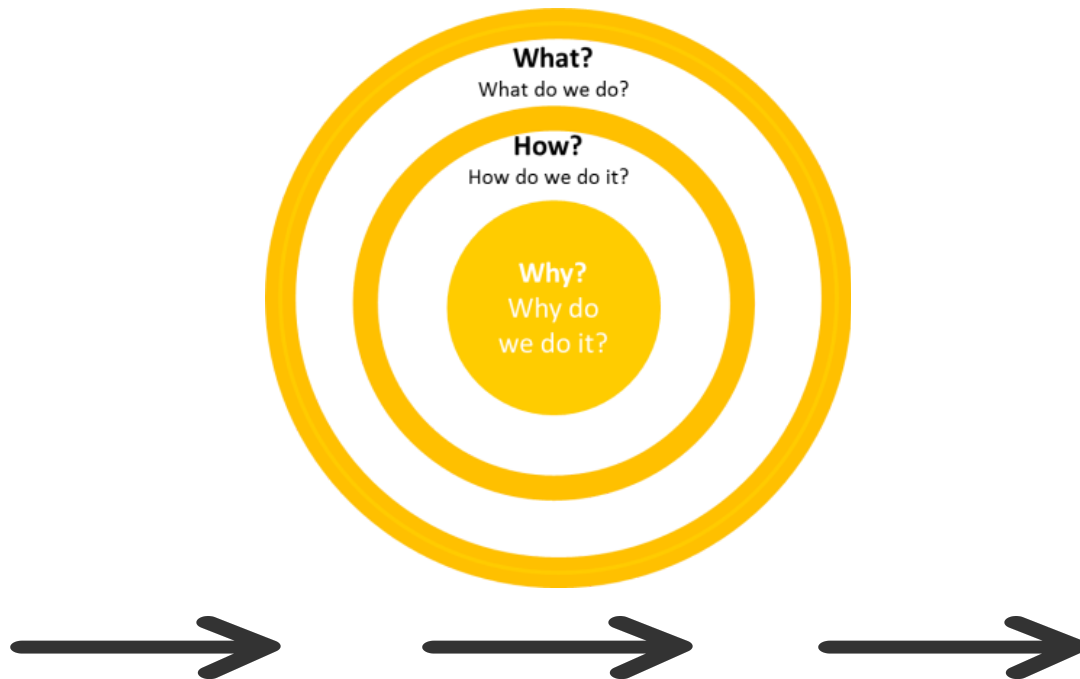


Medicine Hat Public School Division



Introduction

It begins with WHY...



WHY?	HOW?	WHAT?
Literacy is the foundation for success in school and, in today's society, for success in life. Our students must learn to read in order to read to learn, yet each year, 25% or more Kindergarten students in jurisdictions across Canada (EDI, 2016) are identified as vulnerable in one or more areas of early childhood development, putting them at risk in reading and writing. As educators, we have the responsibility to form our students' futures and take appropriate action to ensure success for all.	All K-2 teachers in Medicine Hat Public School Division will engage with the components of the Early Literacy Framework, thereby providing optimal early literacy instruction. This engagement will require our communities of teachers to <i>collaborate, reflect, inquire</i> and <i>connect</i> through sustainable professional learning, reinforcing best practices in instruction and assessment, and establishing shared vision and beliefs.	By providing a guide outlining all critical aspects required to effectively build reading and writing skills of young children, teachers will have access to the tools and knowledge necessary to develop high quality early literacy programs. As a result of the explicit implementation of the Early Literacy Framework, at least 90% of our students will learn to read and write by Grade 3, increasing their future success in school, careers, health and life overall.

Early Development Instrument: <https://education.alberta.ca/media/3531894/edi-final-report-2016-collection.pdf>



Foundational Literacy Skills

Literacy opens up knowledge, opportunity, and enjoyment. Building it requires good instruction, solid foundations in vocabulary and language comprehension, and extensive reading practice. By taking advantage of the strong evidence base around what helps children learn to read, we can support more children to go on to become confident, skilled readers.

-Castles, Rastle & Nation, 2018

Teaching reading is an enormously complicated task. Although teachers, parents, and educational leaders recognize literacy as an essential skill that all children should learn—and while most are doing everything they know to improve children’s reading achievement—existing practices often fail to incorporate the most effective strategies for literacy learning. As a result, low literacy remains a pressing issue in developed and developing nations around the world. A recent Canadian study by Statistics Canada estimated that about 42% of adults in Alberta lack functional literacy skills and 22% have extreme gaps in basic literacy. Often, the gap between what evidence-based research on literacy tells us, and teacher understanding of that research, is contributing to the complexity of this issue. Teachers who lack awareness or understanding of the evidence-based research on literacy development, are also lacking preparedness to teach literacy. To address this gap, the MHPSPD Early Literacy Framework is founded on two cornerstones of literacy research: **The National Reading Panel Report** (2000) and the **National Early Literacy Panel Report** (2008). These bodies of research provide a comprehensive list of the foundational literacy skills students must be explicitly taught to become successful readers.

For several decades, the “reading wars” existed between literacy stakeholders who preferred either a phonics-based approach (teaching children the sounds that letters make) and those who supported a “whole-language” approach (focused on children discovering meaning in a literacy-rich environment). The literacy research panel formed in 1997 to address this debate. The process began with regional hearings to gather insight from parents, teachers, students and policy makers, and reviewed over 100,000 articles published on reading since 1966. The research determined that teaching beginners to read must be highly purposeful and strategic. Key findings of the National Reading Panel (NRP) and of the National Institute of Child Health and



Foundational Literacy Skills

Development (NICHD, 2000) indicated that explicit instruction of foundational skills for successful reading development are ***phonemic awareness, phonics, fluency, vocabulary and text comprehension***. The NRP Report provides analysis and discussion in these five recommended areas of reading instruction. Reading, or learning how to read, is a combination of all these skills. They are interconnected and interdependent on one another. Foundational literacy skills are the reading skills that students typically develop from birth through the primary grades. The skills and behaviors that develop early serve as the base, or building blocks, that children use to develop through a progression to higher-level skills to become proficient readers.

Similarly, the National Early Literacy Panel (NELP) looked at published research concerning children's *pre* and *early* literacy skills and reports on which of the early skills or abilities are essential to ensure later literacy development. The NELP report identifies six key predictors for reading and school success. These skills and abilities include ***alphabet knowledge, phonological awareness, rapid automatic naming of letters or numbers, rapid automatic naming of objects or colors, writing and phonological memory*** (2008). Children who do not acquire mastery of these skills will not read and comprehend at grade level. NELP concluded that there are an additional five early literacy skills that are moderately predictive of later literacy achievement: ***concepts about print, print knowledge, reading readiness, oral language and visual processing***. These five skills are usually more predictive of literacy achievement at the end of Kindergarten or at the beginning of 1st grade than of later reading development (NELP, 2008).

Reading is an ongoing process that builds upon a wide range of developing skills. The pace at which each child moves through this process is varied, based on individual child development, but the foundations of good reading are the same for all children—regardless of their gender, background, or special learning needs. By focusing on the skills identified in the comprehensive research of NRP and NELP, the MHPSPD Early Literacy Framework provides Kindergarten to Grade 2 teachers with a guide for instruction in literacy acquisition that is balanced, developmentally informed, and based on a deep understanding of how oral language and reading and writing systems work.



Foundational Literacy Skills

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Foundational Beliefs

The most significant in-school factor affecting student achievement is the quality of teaching.

-Hargreaves & Fullan, 2012

WHY?

Literacy is more than the ability to read and write. It involves the knowledge, skills and abilities - the competencies - that enable individuals to think critically, communicate effectively, deal with change and solve problems in a variety of contexts to achieve their personal goals, develop their knowledge and potential and participate fully in society.

-Government of Alberta, 2009b, p.6

Research indicates that 29% of kindergarten aged children in Alberta are vulnerable in one or more areas of early development, yet 90% of students are capable of becoming readers by Grade 3 (Mort, 2014). Explicit instruction of all essential components of foundational literacy skills ensures effective progression of students' development of reading, writing, speaking and listening. When K-2 teachers focus on designing a literacy program founded on the essential elements of the Early Literacy Framework, we will see students meeting measurable literacy outcomes. In order to ensure both quality instructional practice and student equity, this early literacy framework provides clarity around aspects that will be visible in every K-2 classroom in MHPSP:

- **Exemplary classroom environments** that reflect thoughtful and purposeful consideration of classroom culture, safety and risk-taking, consistent student expectations, and physical aspects to support a literacy-rich environment.
- **Effective instructional practice** guidelines that assist K-2 teachers in providing explicit instruction of foundational literacy skills, as well as ongoing structures and practices that allow for the transfer of literacy skills across subjects and life experiences.
- **Quality literacy assessment** practices that ensure students' strengths and needs are identified quickly and accurately, and lead to responsive instruction.
- Identification of peer-reviewed **research and resources** that will aid teachers in all early literacy programming components.

HOW?

Highly effective teachers are the key to students' learning and success.

-Marzano, 2007

As educators, we have a responsibility to consistently engage in career-long learning. Reflection is a critical piece of teacher growth. By regularly assessing our own beliefs and understandings, we are better prepared to provide for the students we teach. Consider the following statements as you reflect:

Teacher Beliefs:

- *I believe that all students are able to learn.*
 - Does my planning align with the Alberta Program of Studies and Literacy Progressions?
 - Have I intentionally considered student development?
 - Do I differentiate to meet the learning needs in my classroom?
 - Do I seek essential resources to best support different learning needs?
 - Do I reflect on student learning evidence to support my practice?

- *I believe in a flexible learning environment for my students.*
 - How does this look in my classroom?
 - What intentional structures have I put in place?
 - What does purposeful play look like in my room?

- *I believe in student engagement.*
 - What does this mean in the context of my classroom?
 - What structures have I established to support student risk-taking?
 - How do I foster and model the love of reading and writing in my classroom?
 - Do I provide opportunities for quality oral language and listening experiences?

- *I believe in collaborating with colleagues.*
 - What opportunities do I have to collaborate on student progress?
 - What informs these conversations to ensure a solution mindset?
 - How does collaboration help to ensure alignment of assessment?

- *I believe that reflection is important for growth in my practice.*
 - What structures have I created to ensure ongoing, timely reflection?
 - Do I ensure both individual and collegial reflection opportunities?
 - Do I use my reflections to identify areas for further learning?
 - Do my reflections initiate action?

WHAT?

Skills cannot be learned without context and meaningful connections.

-Mort, 2014

<u>Environment/Routines</u>	<u>Instructional Practice</u>	<u>Assessment</u>
Essential Considerations: • Choice of classroom materials • Organization of time and spaces • The classroom culture Leads to: • Students willing to take risks in their learning (safe environment) • Open learning opportunities • Inquiry, innovation, creation, and flexibility	Explicit Teaching of: • Oral Language (speaking and listening) • Print Concepts • Phonological Awareness • Vocabulary • Writing • Alphabetic Knowledge (phonics) • Comprehension • Fluency/Accuracy	What do we assess? <i>We assess students' learning progress and mastery to both inform our instruction and evaluate student learning.</i> How Do We Assess? <i>Formative and Summative Assessments include:</i> • Pre-assessment & screens • Ongoing assessment & Progress monitoring • Post-assessment <i>Assessment does not have to be a tool or 'thing', but must include the thoughtful collection of observations, conversations, and products--together, these essential forms of learning evidence enable the teacher to identify where students are at and what instruction and supports are still needed to meet learning goals.</i>

Suggested Professional Resources

Books:

- Joyful literacy interventions: Early learning classroom essentials (2014). Janet Nadine Mort
- Joyful literacy interventions series--part 2: Putting on the Blitz (2016). Janet Nadine Mort

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Environment & Routines

An effective and engaging classroom environment depends upon the choice of classroom materials, organization, the classroom culture and the instructional framework chosen.

-Trehearne, 2016

WHY?

Learning environments are largely invisible yet permeate everything that happens in the classroom.

-Sousa & Tomlinson, 2011

Reutzel and Clark (2011) explains that the physical arrangement and organization of a classroom can be powerful and supportive of effective literacy instruction. A literacy rich environment will lead to development of skills by motivating students and emphasizing the importance of speaking, reading, and writing. To develop environments that actively invite learning, teachers must consider the thoughtful and appropriate selection of classroom materials, the purposeful organization of time and space, and the intentional focus on creating a welcoming, safe, inclusive classroom culture where all students can thrive. (p. 96)

HOW?

Choice of Classroom Materials	• Developmentally appropriate print-related materials, reading materials, and writing materials, including materials adapted for individual needs. (Literacy Progressions). • Access to reading materials in students' home language, as well as cultural resources, especially First Nation, Metis and Inuit reading materials. • Materials are selected to provide purposeful and authentic opportunities to read, write, listen, and speak..
Organization of Time and Spaces	• Carefully-planned routines and schedules to ensure instructional and learning is maximized. • Responsive, and intentionally-designed spaces for learning.
The Classroom Culture	• An established culture of engagement, choice, safety and belonging. • Consideration for the emotional, physical and intellectual needs of the students in the class.

WHAT

Children deserve to be surrounded with beauty, softness, and comfort, as well as order and attention to health and safety.

-Curtis & Carter, as cited in Mort, 2014

Choice of Classroom Materials

- ☐ Are classroom labels visible and understood by all learners with words and pictures?
- ☐ Are classroom materials functional and meaningful?
- ☐ How might you consider meaningful use of and appropriate access to technology as a tool for literacy development?
- ☐ Is the learner aware of where to find age appropriate books at different reading levels for both enjoyment and learning in the classroom library?
- ☐ Do students have access to a variety of printed materials within your classroom? (for example: fiction books, non-fiction books, phone books, menus, labels, signs, student work, alphabet and number references)?

Organization of Time and Space

- ☐ Is the daily schedule with use of pictures and words visible and functional?
- ☐ Does classroom have shared large group, small group and independent work spaces?
- ☐ Do you and your students know how to utilize intentionally designed spaces (listening center, guided reading table)?
- ☐ How is your classroom organized and is it accessible to all students?

The Classroom Culture

- ☐ Do students feel a sense of belonging? (for example: children's own names are visible, child-created art, children's work displayed, children's photos displayed, children contributing ideas for classroom layout or organization).
- ☐ Why are flexible seating options important to your students?
- ☐ What classroom adaptations can you make to meet individual needs?
- ☐ How do you create a culture where students feel safe to take risks in their learning (for example: willingness to offer an answer in a small or large group, or to try a new and unfamiliar learning activity)?
- ☐ How do you create a culture where students support one another to take risks in their learning?

Suggested Professional Resources

Books

- *Differentiation and the brain: How neuroscience supports the learner-friendly classroom.* (2011). David A. Sousa and Carol Ann Tomlinson
- *Joyful literacy interventions: Early learning classroom essentials.* (2014). Janet Nadine Mort
- *Multiple Paths To Literacy K-2: Proven high-yield strategies to scaffold engaging literacy learning across the curriculum.* (2016). Miriam Trehearne

Online Resources

- [Creating a Literate Classroom Environment](#) by Alyssa Test, Christine Carlson, Danielle King, and Sara Bender

References:

Mort, J. N. (2014). *Joyful literacy interventions part one: Early learning classroom essentials*. Scotts Valley, CA: Createspace.

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Trehearne, M. (2016). *Multiple paths to literacy K-2: Proven high-yield strategies to scaffold engaging literacy learning across the curriculum*. Calgary, AB: Literacy Consulting Inc.



Instructional Practice

If we can engage students' hearts and minds, we can get them where they need to go and teach them how to learn what they need to know to go on learning--and to choose to read for pleasure and information.

-Regie Routman, as cited in Education Week Teacher, 2015

WHY?

According to research, the ability of teachers to deliver effective reading instruction is the most powerful factor in determining how well children learn to read. (*Bond and Dykstra, 1997*) It is essential to recognize the critical role teachers play in preventing reading difficulties and to provide teachers at all grade levels with the best and most up-to-date knowledge and skills to teach reading, writing, and to promote literacy. This understanding can help to ensure that teachers are not mere consumers of packaged products or programs, but informed and critical thinkers who are able to make wise choices that consider the needs of the children (in each class, each year), and accomplish the goals of effective reading and writing instruction. In short, no commercial literacy program can provide the same level of quality instruction as a thinking teacher who has implicit knowledge of his/her students, the foundational skills required for literacy development and the ability to develop instructional practices based on research that is verified by classroom implementation.

HOW?

Early Literacy instructional practice must be based on the understanding that instructional practice is not a mutually exclusive component, but rather intertwined in reciprocal relationships with all of the other components of the Early Literacy Framework. Optimal literacy instruction blends seamlessly with assessment, and both are immersed in a literacy rich environment. Developing young children into successful readers and writers requires not only explicit teaching of each foundational literacy skill, but also purposeful and engaging opportunities for children to experiment and practice the skills they are acquiring.

Carefully organized learning experiences must:

- Be responsive to the teaching of the many facets that support literacy development in numerous areas (ie: social emotional, fine motor, gross motor, etc.).
- Follow the Gradual Release of Responsibility model. (See glossary for more information)
- Be developmentally appropriate for both the individual stage of childhood development and level of literacy development, and backed by years of solid research.
- Be fun and engaging! "Literacy instruction need not exclude play, and playful environments need not exclude literacy instruction" (Mesmer, H. E. & Invernizzi, M., 2017).
- Be Driven by quality literacy assessments, connected to curriculum and learner outcomes. (screens, formative, diagnostic, and summative).
- Utilize learning evidence to deliver strategic instruction to target student needs in a small-group setting (eg. Guided reading, Blitz groups, etc.). A *one size fits all* approach will never meet the needs of all students.
- Build on the foundations with which our students arrive. Their previous experiences at home, school, childcare, and the community will inform our instruction, but they do not determine a child's future or success.

WHAT?

Key Component of Pre and Early Literacy Development	Essential Skills required within each component
Oral Language	• Expressive Language • Receptive Language • Syntax • Grammar
Print Concepts	• Book concepts • Environmental print awareness
Phonological Awareness	• Awareness of words, syllables, rhyming/alliteration, onset/rime • Phonemic awareness (manipulation of sounds including blending, segmenting, isolation, addition, deletion and substitution)
Vocabulary	• Listening/Speaking/Reading/Writing Vocabulary • Tier 1, 2 and 3 words
Alphabetic Knowledge (Phonics)	• Letter names (uppercase and lowercase) • Sounds (graphemes to phonemes) • Decoding • Word work
Writing	• Imitation Writing • Graphic Writing • Inventive Spelling

Comprehension	• Listening comprehension • Reading comprehension
Fluency	• Rapid automatic naming • High frequency words

Recommended Professional Resources

Books (in order of suggested reading)

- Joyful literacy interventions: Early learning classroom essentials (2014). Janet Nadine Mort
- Joyful literacy interventions series--part 2: Putting on the Blitz (2016). Janet Nadine Mort
- *The CAFE Book: Engaging all students in daily literacy assessment and instruction* (2009). Gail Boushey and Joan Moser

Additional suggestions:

- *Grade 1-2 Teacher's Resource book* (2004). Miriam Trehearne
- *Kindergarten Teacher's Resource Book* (2000). Miriam Trehearne
- *Orchestrating Success in Reading* (2002) Dawn Reithaug
- *Reading Reflex: The Foolproof Phono-Graphix Method for Teaching Your Child to Read* (1999) Carmen McGuinness and Geoffrey McGuinness
- *The Next Steps Forward in Guided Reading* (2016) Jan Richardson
- *Guided Reading Basics* (2003) Lori Jamison Rog
- *Engaging Young Writers* (2009) Matt Glover
- *Literacy Lessons Designed for Individuals* (2016) Marie Clay
- *Is That a Fact?* (2000) Tony Stead

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Assessment

If the child is a struggling reader or writer the conclusion must be that we have not yet discovered the way to help him learn.

- Marie Clay, 2005

WHY?

Ongoing assessment must be frequent, well-planned, and organized, so that teachers are able to help each child move towards his or her potential in reading.

-The Report of the Expert Panel on Early Reading in Ontario, 2003, p. 27

Pre-Assessment:

We assess at the beginning of the literacy process to determine what children know. Utilizing assessments, current performance levels can be identified and learning goals established (Ontario, 2003).

- It is necessary to observe our children in order to build on prior knowledge and determine best programming. "All children are ready to learn something, but some start their learning from a different place" (Clay, 2013, p. 9).

Ongoing Assessment:

We track student learning on an ongoing basis, using formative assessment strategies. Progress Monitoring supports programming decisions and provides immediate feedback to children (Learning First Alliance, 2000; Ontario, 2003).

- Observational data must provide reliable evidence, and running records are a reliable way to measure accuracy and error (Clay, 2013).
- A running record is an effective, research-based formative assessment strategy for improved achievement in reading and writing achievement (Ross, 2004)

Post-Assessment:

Summative assessments are completed at the end of an instructional window. Summative assessments identify the student's final level of achievement in relation to the Alberta Program of Studies and the intended learner outcomes.

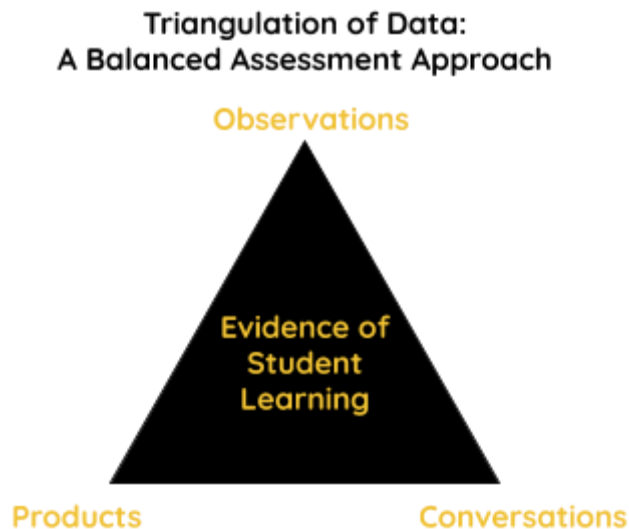
Questions to consider:

- ☐ Do I ensure my assessments align with foundational literacy skills to reach the curricular outcomes and assess what they are intended to assess?
- ☐ How do my instructional decisions and assessment routines foster assessment-capable learners?
- ☐ What ways do I ensure my instruction is responsive to assessment evidence?
- ☐ How might assessment data inform and drive my teaching practice?

HOW?

Triangulation of Data

Data triangulation is the process of using at least three data points to inform educational decision making. It is especially helpful when interpreting assessment results. Triangulation allows teachers to use different sources of information to create a more complete picture of student learning. When all the data points lead to similar conclusions about a student's needs and achievement, there is validity and reliability in the data. Teachers can be more confident in their assessment and in decisions made to address student needs.



Requires:

- **Conversations:** using rubrics, checklists and/or anecdotal notes to record the information learned from conversations with students, classroom team members or families.
- **Observations:** using rubrics, checklists and/or anecdotal notes to verify your observations, record student learning behaviors and/or achievement of outcomes.
- **Products:** This is what we are most comfortable using to show whether or not our students have met the outcomes, but they are one-dimensional and we need to include the other forms of assessment for a balanced view of student skills and knowledge. In addition, many curricular outcomes identify the learning *process* as the area for assessment. Understanding curricular outcomes is essential to assessment decisions.

Questions to consider:

- ☐ How effectively do my chosen assessment tools evaluate my students' progression of intended literacy skills?
- ☐ What types of evidence of student learning might I want to consider in the future?
- ☐ What processes are in place to support professional conversations around the data I have collected?

WHAT?

Screening Assessment

When teachers are equipped with quality assessment evidence, they can target their instruction. Kindergarten to Grade two teachers in Medicine Hat Public School District utilize the following screening tools:

- Early Years Evaluation Teacher Assessment (EYE-TA)
 - Kindergarten Pre and Post Assessment
- Reading Readiness Screening Tool (RRST)
 - Kindergarten
 - Grade one
- Star Reading
 - Grade two

Diagnostic Assessment

This form of assessment provides in depth information on specific skills and knowledge that learners exhibit. Current division diagnostic assessments include:

- Fountas & Pinnell Benchmark Assessment
- GB+ (French Immersion) - PM benchmarks

Progress Monitoring

To inform instruction and target student needs, progress monitoring is essential during classroom activities. This type of assessment is used to monitor students' achievement in relation to established goals. The following tools can be used to continuously inform practice and lead instruction:

- Running records - to track reading skill through identification of specific reading behaviours
- Circle charts - to track the development of skills identified by the teacher

Suggested Professional Resources

Books

- *Joyful literacy interventions: Early learning classroom essentials.* (2014). Janet Nadine Mort
- *Classrooms That Work: They can all read and write* (2016). Richard Allington & Patricia Cunningham
- *An Observation Survey of Early Literacy Achievement, Third Edition.* (2013). Marie Clay
- *Firm Foundations: Early Literacy Teaching and Learning.* (2001). North Vancouver School District

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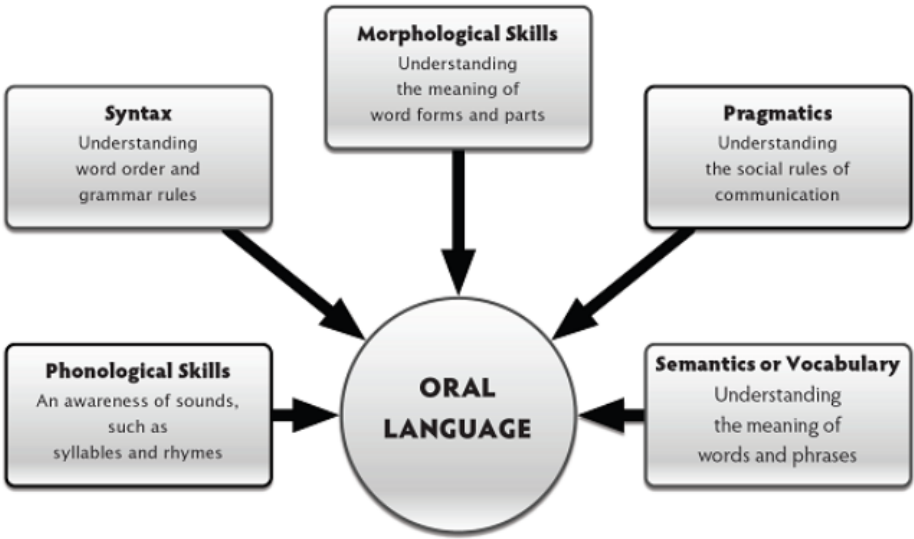
Glossary

Key Terms	Definitions
Accuracy	Reading words without mistakes.
Achievement	A measure of mastery against the progression of literacy skills.
Alphabetic Knowledge	The ability to name, distinguish shapes, write, and identify the sounds of the alphabet. (Mason, 1984)
Artifacts	Student performance items collected as part of the evidence of learning.
Assessment	The process of identifying a student's level of achievement and understanding in a given area. It is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment should inform planning and instruction and should drive instructional decisions.
Assessment-capable Learners	A student's ability to assess their own learning--that is, to actively understand their own progress and trajectory. (Hattie, Frey, & Fisher, 2018)
Assessment Criteria	Assessment criteria are descriptive statements that provide learners and teachers with information about the qualities, characteristics, and aspects of a given learning task. Well-defined assessment criteria allow teachers to evaluate learners' work more openly, consistently and objectively. (Royal Roads University)
Benchmarks	Benchmark assessments, also frequently called interim assessments, are intended to be something between formative and summative assessments.
"Blitz"	A powerful strategy to help close the literacy skill gap. Teachers facilitate small-group stations that target or 'blitz' skills within a short block of time, within an instructional window (up to six weeks). Teachers actively monitor student progress and mastery of targeted skills. Circle charts are one way to progress monitor.
Choral Reading	This strategy helps build reading confidence and fluency, as the student reads along with the teacher. The teacher and student hold the book together and the student is asked to read along with the teacher. The teachers begins reading in a voice that is slightly louder and faster than the child's. As the child becomes more comfortable with reading the

	text, the teacher lowers their voice and slows down their reading speed. If the child slows down, the teacher increases their volume and speed again. (www.readingrockets.com)
Communication	A continual conversation with parents and students to share current level of performance, as well as to inform the 'next step' of literacy progression.
Comprehension	Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read. (Reading Rockets)
Decoding	Decoding starts with the ability to match letters and their sounds. But it also involves being able to take apart the sounds in words (segmenting) and blend sounds together. When kids can do both, they can sound out words. Beginning readers start with decoding one-syllable words, and then they work their way up to longer ones.
Diagnostic Assessment	A form of assessment, administered by a specialist (a person who has training with the tool) that helps to determine students' individual strengths, weaknesses, knowledge, and skills; it is usually administered when a student fails to make adequate progress in any given area. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning for the student.
Documentation and Evidence	The Documentation Process: 1. Observing/listening/discussing 2. Recording (documenting) 3. Interpreting 4. Responding (taking action) Frequently these steps are nearly simultaneous (Multiple Paths to Literacy. p.62) How and what children learn (samples of works, photographs, comments, transcriptions of conversations)
Echo Reading	Is a strategy to improve a student's fluency and reading confidence. The student echos the reading, line by line. The teacher reads aloud a line of text. The child then reads the same line. Teacher and student continue taking turns reading and rereading the same lines. When the student begins to read with more expression and fluency, the teacher suggests that he read aloud on his own. (www.readingrockets.com)

Effective & Timely Feedback	Effective feedback is concrete, specific, and useful; it provides <i>actionable</i> information and moves learning forward. Feedback must be connected to success criteria and students must apply their feedback in order to improve learning.						
Environmental Print Awareness	Environmental print awareness is the ability to recognize signs, symbols, and words that occur frequently in the environment (Westwood, 2004).						
Explicit Modeling	This type of modeling helps children learn to think about what they already know while they are reading. Talk about your thinking process – what you do to get meaning from the words and understand the text. For example: "That's a new word. It begins with <i>cl</i> . I don't know how to pronounce the next part – <i>ue</i> . Harriet is a spy. It must be <i>clue</i> because spies look for clues." (www.readingrockets.com)						
Expressive Language	Expressive language refers to a child's ability to use language to express himself. A child uses expressive language every time he communicates his needs, thoughts, and ideas to others using words, phrases, or sentences. Expressive language, though, is a very broad term. As speech- language therapists, we break expressive language down even further into three distinct parts: semantics, syntax, and morphology.						
Fluency <i>Levels of Fluency</i> • Independent Reading Level (Good Fit Books) • Instructional Reading Level (Guided Reading) • Frustration Level (text is too difficult--best as a read aloud to students)	Fluency is the ability to read a text correctly and quickly. Fluency readers use prosody (pitch, stress, and timing) to convey meaning when they read aloud. Fluency instruction should be with a text that a student can read at their independent level. It is at this level where students are able to practice speed and expression rather than decoding. The chart below describes each reading level: <table border="1"> <tbody> <tr> <td>Independent Level</td><td>Relatively easy for the student to read (95% word accuracy).</td></tr> <tr> <td>Instructional Level</td><td>Challenging but manageable for the reader (90% word accuracy).</td></tr> <tr> <td>Frustration Level</td><td>Difficult text for the student to read (less than 90% word accuracy).</td></tr> </tbody> </table> (www.readingrockets.com)	Independent Level	Relatively easy for the student to read (95% word accuracy).	Instructional Level	Challenging but manageable for the reader (90% word accuracy).	Frustration Level	Difficult text for the student to read (less than 90% word accuracy).
Independent Level	Relatively easy for the student to read (95% word accuracy).						
Instructional Level	Challenging but manageable for the reader (90% word accuracy).						
Frustration Level	Difficult text for the student to read (less than 90% word accuracy).						
Formative Assessment Observations	A range of formal and informal assessment procedures implemented during the learning process to inform teaching and learning activities to improve student achievement.						

Guided Reading	This reading strategy can help improve a variety of reading skills, including fluency. In general, a teacher, parent, or peer reads a passage aloud, modeling fluent reading. Then students reread the text quietly, on their own, sometimes several times. The text should be at the student's independent reading level. Next, the students read aloud and then reread the same passage. Usually, reading the same text four times is sufficient. For more detailed examples visit: http://www.readingrockets.org/article/what-guided-oral-reading
Gradual Release of Responsibility (GRR)	Gradual Release of Responsibility (GRR) is a method of instruction whereby the teacher gradually removes supports and shifts the responsibility within the learning process from teacher to the eventual independence of the learner. MHPSD's Gradual Release of Responsibility one-pager
Grammar	Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.
Graphemes	A way of writing down a phoneme. Graphemes can be made up from 1 letter (ex: p), 2 letters (ex: sh), 3 letters (ex: tch) or 4 letters (ex: ough).
Graphic Writing	Graphic writing consists of a variety of forms or systems of emergent writing such as. scribble, letter - like shapes, random letter strings, invented spelling, etc. that children use to compose text.
High Frequency Words	High frequency words are quite simply those words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.
Imitation Writing	Imitation writing is an exercise in which students study a sample (book, poetry, etc.) and then imitate its structures, supplying their own material.
Implicit Modeling (Read Aloud)	This type of modeling also helps children think while they read. When a child is stuck on a word you can suggest strategies he or she can use to figure it out. The child can use these strategies immediately and when reading in the future. You might say, "Try reading the sentence again." "Try reading the next sentence." "Where did the boy go at the beginning of the story?" "Where do you think he might be going now?" www.readingrockets.com
Inventive Spelling	Invented spelling refers to young children's attempts to use their best judgment about spelling.
Literacy Progressions (an Alberta Government publication)	The literacy progressions are a resource that teachers can use to support students in meeting the learning outcomes in the current provincial curriculum (programs of study). They are not intended to be an add-on or a separate program of studies.

Literacy Progressions continued...	They should not be used to teach or to formally evaluate and report literacy separately from subject learning outcomes. The progressions are a tool that can be used to support literacy development in meaningful ways as students engage with subject content. When literacy is explicit in each subject, a meaningful context is created where students learn and apply literacy skills and students' ability to understand subject content is enhanced.
Oral Cloze	An implicit understanding of the rules of sentence construction (syntax/ grammar) is essential to reading comprehension.
Oral Language	Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings. Developing a student's oral language means developing the skills and knowledge that go into listening and speaking—all of which have a strong relationship to reading comprehension and writing. Oral language is made up of at least five key components: <i>phonological skills, pragmatics, syntax, morphological skills, and vocabulary</i> (or semantics) (Audet, L., n.d.).  <pre> graph TD Syntax[Syntax Understanding word order and grammar rules] --> OralLanguage((ORAL LANGUAGE)) MorphologicalSkills[Morphological Skills Understanding the meaning of word forms and parts] --> OralLanguage Pragmatics[Pragmatics Understanding the social rules of communication] --> OralLanguage PhonologicalSkills[Phonological Skills An awareness of sounds, such as syllables and rhymes] --> OralLanguage SemanticsVocabulary[Semantics or Vocabulary Understanding the meaning of words and phrases] --> OralLanguage </pre> Graphic: Components of Oral Language. https://blog.heinemann.com/what-is-oral-language
Partner or Paired Reading	Paired reading is a technique that allows the lead reader to vary the amount of support they provide to a student while reading aloud together. Explain to the child that sometimes you will read aloud together – duet reading – and sometimes he or she will read alone – solo reading. Agree on two signals the child can use to switch back and forth from solo to duet reading. When the child gives you the duet signal, you will begin reading together. When the child feels ready for solo reading, she will give the solo signal and you will stop reading. www.readingrockets.com

Phonics	Phonics is the relationships between the letters of written language and the sounds of spoken language. Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language. Learning that there are predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words, and to begin to read with fluency. (www.readingrockets.com)
Phonological Awareness	Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.' (www.readingrockets.com)
Phonemic Awareness	Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. For example, the word 'mat' has three phonemes: /m/ /a/ /t/. There are 44 phonemes in the English language, including the sounds represented by letter combinations such as /th/. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction. (www.readingrockets.com)
Phonemes	The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.
Print Concepts	Concepts of print refers to the ability of a child to know and recognize the ways in which print “works” for the purposes of reading, particularly with regard to books. Concepts of print for English and French (and other similar languages) include: • Reading from left to right. • Reading from top to bottom. • The fact that letters and words convey a message. • Print is what we read. • The "return sweep", to move from one line to the next. • Illustrations in a book correspond to the print. • Every book has a front, back, and an author. For further details about concepts of print: http://literacyreferencelem.pbworks.com/w/page/17979971/Concepts%20of%20Print

Progress Monitoring	Progress monitoring is used to assess academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring must be ongoing and frequent. Progress monitoring enables the teacher to monitor and plan for individual student learning needs. (Center on Response to Intervention)
Prosody	Fluent readers use prosody (pitch, stress, and timing) to convey meaning when they read aloud; dysfluent readers typically use less expression, read word by word instead of in phrases or chunks, and fail to use intonation or pauses to "mark" punctuation (e.g. periods, commas, and question marks) (Balsiger, n.d)
Rapid Automatic Naming (RAN)	Rapid Automatized Naming (RAN) is the ability to name letters, symbols, phonemes, words, word chunks, or objects in a quick and automatic manner. This is the ability to retrieve information without effort. Rapid Naming has to do with processing speed.
Read Aloud (implicit modeling)	Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.
Readiness	The child demonstrates foundational skills and knowledge that will prepare them for the next literacy expectations.
Receptive Language	Receptive language means the ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.
Running Records	A tool to capture what readers <i>said</i> and <i>did</i> while reading continuous text. Through running records, teachers can judge what the reader already knows, what the reader attended to, and what the reader overlooked. Running records reveals if a child is working on material of appropriate difficulty, neither too difficult nor too easy, but offering a suitable level of challenge to the learner. A running record needs to capture all the behaviour that helps us to interpret what the child was probably doing. See Assessment Handbook for more information and templates.

Screening Tools	Are assessments used to screen a whole class or group to determine strengths, weaknesses, and needs. Screening tools are used sparingly to determine individual and group learning needs; they are a snapshot and are only one piece of information to inform teacher planning and instruction.
Shared Writing	Shared writing (also known as interactive writing) is a process whereby the whole class sees and experiences the development of the writing. The teacher shares the writing experience with students on chart paper or a whiteboard that is large enough for the whole class to see. Students participate by giving the teacher ideas and also by "taking the pen" and writing words, phrases, or sentences with the teacher's guidance. (McCarrier, Pinnell, & Fountas, 2000).
Sight Words	Sight words is a common term in reading that has a variety of meanings. When it is applied to early reading instruction, it typically refers to the set of about 100 words that keeps reappearing on almost any page of text. "Who, the, he, were, does, their, me, be" are a few examples. Sight words are words that cannot be sounded-out; they must be known, by sight. (Blank, M, 2011).
Small-group instruction	Small-group instruction usually follows whole group instruction to reinforce or re-teach specific skills and concepts and provides a reduced student-teacher ratio. Small groups typically range in size from four to six students. Instruction can be better targeted to students' individual learning needs and progression of skills. Each small group receives instruction specific to their demonstrated needs--small-group instruction is <i>not</i> simply repeating the whole-group lesson nor delivering the whole-group lesson multiple times.
Summative Assessment	Summative assessments are used at the end of an instructional focus by comparing student evidence against criteria that aligns with curricular outcomes and are used when students have demonstrated learning of the intended outcomes. Summative assessments evaluate and determine student levels of student achievement.
Syntax	Syntax is the arrangement of words and phrases to create well-formed sentences in a language.
Triangulation of data	Triangulation is the process of collecting evidence of the student's learning from three sources: conversations, observations, and products. Triangulation helps to ensure a thorough understanding of the student's level of mastery.
Vocabulary	Vocabulary plays a fundamental role in the reading process and is critical to reading comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. (www.readingrockets.com)

Working with Words or Word Study	Working with Words is a literacy strategy whereby students further their skills in alphabet knowledge and phonological awareness. Students manipulate letters and groups of letters to build words. This strategy, also called <i>word study</i> , provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students don't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling (Henderson, 1992; Zutell, 1998). Because it is closely tied to reading instruction, it also develops students' abilities in phonics, word recognition, and vocabulary (Baker, 2000). (www.readingrockets.com)
Writing	Writing is a complex task, involving ideas, language, words, spelling and transcribing or selecting letters. An emergent writer is one who is learning to use written language to express communicative intent, and beginning writing is defined as starting with emergent writing (drawing, scribbling, and writing letters) and ending with conventional writing abilities, usually acquired by second or third grade for typically developing children (Sturm, Cali, Nelson, & Staskowski, 2012, as cited in ERLC).
Zone of Proximal Development	The area of growth and change that exists between point A, what a child can do independently, and Point B, what a child can do with the assistance of a more capable peer or adult. Providing experiences within this zone allows children to enhance their learning capacities. Book Smart- P. 452 Cunningham/Zibulsky

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