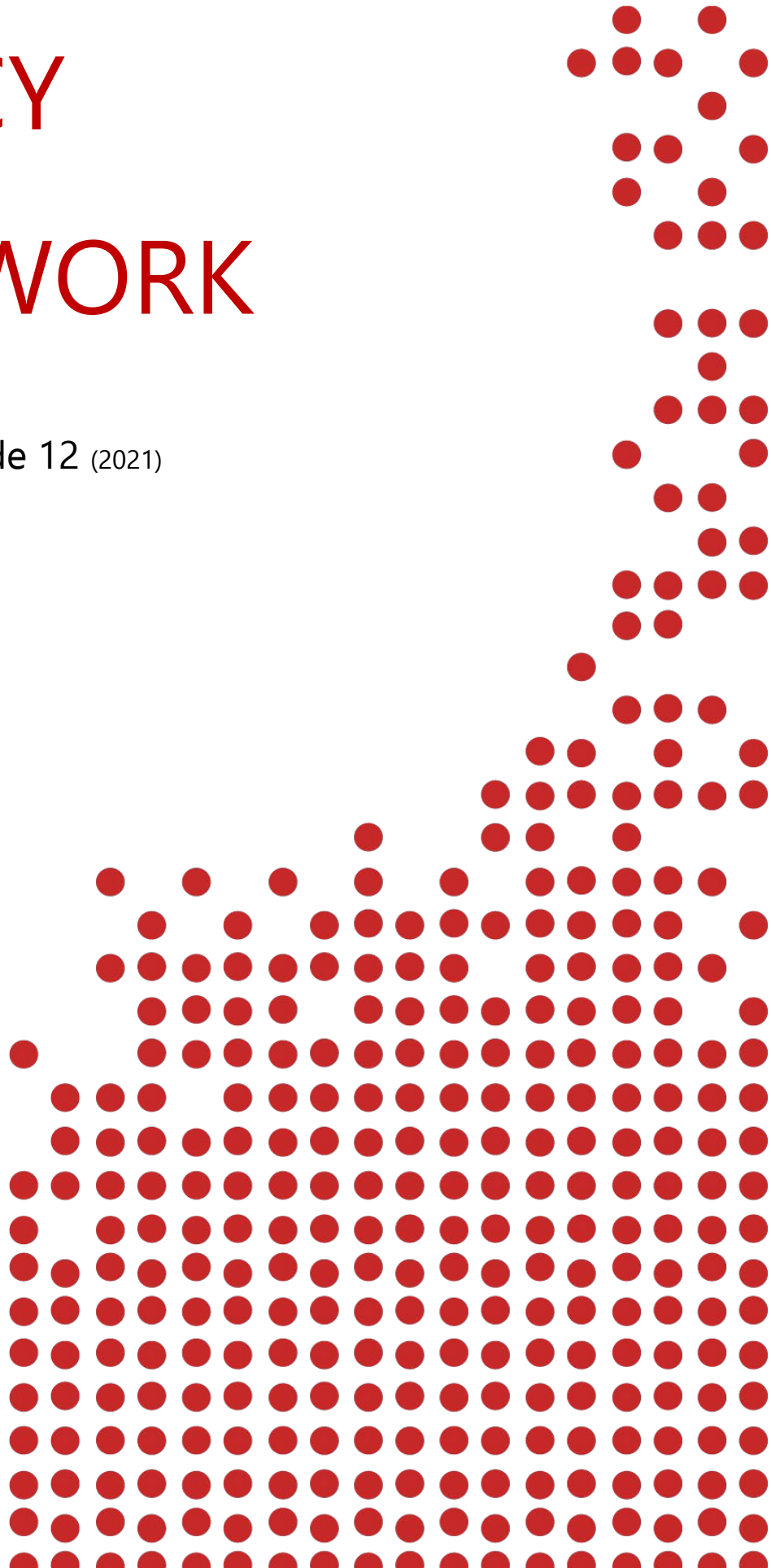# LITERACY

FRAMEWORK

Kindergarten to Grade 12 (2021)

GHSD Literacy Framework

Golden Hills School Division believes that continuous school improvement and student success depends upon the quality of instruction in classrooms. A common literacy framework provides a vision for what literacy instruction looks like in Golden Hills School Division. It highlights research-based practices and high impact literacy strategies designed for all students.

The intent of this framework is to strengthen instructional practices and provide a common approach for enhancing learning and achievement for all students.

Why is this framework being developed?

To have in depth conversations about instructional practices, teachers benefit from a common language. In addition to common language, the framework defines and identifies key components regarding effective classroom instruction and practice around literacy beliefs and instruction.

Research indicates that initiatives are **effective when they have a division wide focus and implementation**. A priority in Golden Hills is to have a small number of clearly defined goals tied to student achievement, which are relentlessly pursued to achieve the greatest gains in student achievement. Ensuring all students have access to effective and powerful literacy instruction is a priority goal.

Highly effective teachers are the key to students' learning and success. *(Marzano, 2007)*

"… the most significant in-school factor affecting student achievement is the quality of teaching."   *(Hargreaves and Fullan, 2012)*

Purpose

This Framework helps to identify core beliefs about literacy, as well as highlight several literacy initiatives, and high impact strategies and instructional practices. It also helps to ensure a common understanding of assessment practices in literacy.

The Literacy Framework will:

- Acknowledge the quality work already being done by teachers in their classrooms while challenging teachers to continually grow in our instructional efforts to improve learning for all students.

- Guide the work of all instructional leaders in supporting teacher growth and development.

- Create a shared understanding about quality teaching and learning around literacy.

- Obtain commitment of all teachers and administrators to use this framework to engage in conversations and practices that lead to continuous improvements in teaching and learning in Golden Hills.

Literacy Framework Beliefs and Assumptions

Literacy is the ability to understand, respond to and use language to share information and interact with others. It involves the lifelong intellectual process of constructing meaning from text and is critical in helping us make meaning of the world around us.

Golden Hills acknowledges that literacy is defined as more than reading and writing and has expanded to include multimodal, digitally rich contexts where students have "anytime, anywhere" access to information. The world of work demands that a literate person possess a wide range of abilities and competencies. This necessitates that students in Golden Hills be explicitly taught strategies to navigate all forms of literacy such as visual literacy, digital literacy, and media literacy. For our students to be well prepared for their future they need to be able to process a wide variety of sources of information critically and with confidence and be equipped with the tools and support they need to be successful, innovative thinkers. In addition, our students need to be able to use information and insights from text as the basis for informed decisions and creative thought within a global environment. As noted by Alberta Learning, literacy is socially and culturally based and as such, individuals create meaning based upon their language, culture, and ways of knowing.

Golden Hills recognizes the devastating impact of failure to acquire literacy skills and the high correlation between high school dropout rates and low literacy levels. Poor acquisition of literacy skills is a barrier in all aspects of schooling. It is with this in mind that Golden Hills has developed an action plan to continue to ensure maximum literacy growth for all students.

"Literacy is at the heart of sustainable development ... acquiring literacy in an empowering process, enabling millions to enjoy access to knowledge and information which broadens horizons, increases opportunities and creates alternatives for building a better life." (Kofi Annan, 2001 Nobel Peace Prize Winner)

Literacy is viewed as the lifelong intellectual process of gaining meaning from text.

Guiding Principles

- Literacy instruction in Golden Hills School Division is viewed as complex and multidimensional therefore the five pillars or components of literacy are woven into instruction to create a comprehensive program.
  (**Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension**)

- Reading is an active, integrated problem-solving process of making sense of texts. Reading for meaning is the focus and is more than being able to read the words with fluency.

- Reading instruction is differentiated and teaching literacy depends upon knowing what students know and can do and then determining what they need next. This looks different depending upon the learner.

- Explicit instruction in phonemic awareness creates the foundation for reading. This begins in kindergarten with extensive time spent every day building this awareness.

- Systematic instruction on phonics in early grades helps students decode text. This instruction is best when embedded in the context of authentic text rather than isolated bits of information learned in isolation.

- To effectively learn literacy skills, students need direct and explicit instruction in how to use literacy strategies to extract information and apply and share what they have learned. Students need these strategies to be able to create and comprehend texts from a variety of media in a range of contexts. Explicit instruction in vocabulary and use to text features is beneficial.

- Explicit instruction is important in all forms of literacy such as teaching students how to critically interpret and analyze visual images using criteria.

- Learning across the content areas helps students to acquire and apply literacy strategies to construct knowledge. Our goal is to help students acquire high impact strategies and to help students become independent learners. Students will benefit from being aware of, and able to apply, monitor and adjust strategies through teacher modelling, guiding and practice opportunities across the different curriculum contexts. This helps them to transfer and apply strategies.

- Reading and writing are reciprocal and interconnected and therefore explicit instruction about these interconnections will be important.

- Effective readers comprehend text by drawing on multiple sources of information and cueing systems. Cueing systems are drawn on simultaneously (semantic, syntactic and grapho-phonic systems).

- The use of current theory, practice, and research guides assessment, teaching and learning experiences in Golden Hills.

Definition of Literacy

The Golden Hills Literacy Framework defines literacy as it is defined by Alberta Learning:

"Literacy is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living."

LITERACY is

acquiring
creating
connecting
communicating

meaning

in a wide variety of contexts.

In summary, the literacy framework is intended to provide teachers with an understanding of what literacy practices look like in Golden Hills and will build consistency, common language, common benchmarks, and assessments across the district. It is intended to serve as a guide to improve literacy learning for all students.

The framework will be reviewed and revised regularly to reflect and integrate current research and best practices. Golden Hills supports the statement made by Hargreaves and Fullan (2012) p 54, "Expert teachers are always consolidating what they know to be effective, testing it and continuously adding to it.", which is what we anticipate with this framework.

The Literacy Learning Environment:

- invites risk taking and persistence,

- promotes positive attitudes and beliefs about literacy growth,

- assumes a growth mindset in the literacy environment,

- fosters a safe environment, which enables open expression of opinions, questioning, wondering, innovating, and creating so that every student's contributions are valued,

- encourages reading daily and occurs across content areas,

- provides students with access to a range of materials and technologies that offer a developmentally appropriate challenge,

- groups students in flexible learner groups to meet needs, changing daily,

- outlines authentic meaning-making purposes for reading thus providing incentive to read (i.e. to read for pleasure, to be informed and to perform a task,

- provides scaffolded instruction with ongoing feedback in phonemic awareness, phonics, vocabulary, fluency, and comprehension develops independence

- provides literacy instruction that reflects a balance of all literacy components (phonemic awareness, phonics, vocabulary, fluency, comprehension and writing) and offers focus lessons with time spent reading every day

- provides phonics instruction in the context of real reading to build print concepts

- encourages demonstration of understanding in a variety of ways,

- provides students with choice in how they communicate, document, and reflect upon learning,

- differentiates tasks that allow for all students to enter the learning,

- highlights the importance of making explicit the purpose, audience, and settings for literacy tasks. Teachers keep in mind that literacy has different purposes with consideration given to different contexts and cultural groups.

- provides a range of text forms that support learning in all area

Instruction

Our goal of literacy instruction in Golden Hills School Division is to help students use literacy to gain knowledge, critically analyze information/ideas, express themselves and create new knowledge. It requires being able to encode and decode text as well as engage in complex and deep thinking about text. Reading material available includes both narrative and expository text, organized around conceptually related topics from the content area curriculum so that students learn new information about the world while they develop as readers and writers. Students need access to complex text that sparks curiosity.

- Ideally students read and/or read to in various subjects for a minimum of 60 minutes a day. They need a huge volume and range of text. They also write for a minimum of 40 minutes per day.
- Phonics instruction (composed of sounds, letters and letter combinations that represent those sounds) is viewed as essential for early learners.
- This instruction occurs in the context of real reading and through word work. Daily instruction in phonemic awareness is also a valued part of word work.

A balanced literacy approach to literacy instruction is encouraged with teachers using research-based strategies to build comprehension, vocabulary, fluency, phonemic awareness, and phonics. Teachers spend time discovering interesting facts, chanting, singing, partner reading and encouraging students to play with the patterns of sound in words. They are also engaged in language experience activities, shared reading, guided reading, reading aloud, independent reading, literature circles and writing. Flexible groupings and mini lessons are used in a balanced approach and the balance occurs through a combination of instructional strategies designed to develop competent, literate lifelong learners.

Key components of elementary literacy instruction:

- Read Alouds
- Shared Reading
- Small Group reading Instruction
- Writing
- Phonological Awareness
- Word Work/Phonics

- Speaking/Listening
- Viewing, Visualizing and Representing
- Digital Literacy
- Independent Reading
- Cross-curricular Literacy

Comprehensive Literacy Guides

https://arpdcresources.ca/consortia/comprehensive-literacy-guides-k-6/

Thinking Strategies

https://arpdcresources.ca/consortia/thinking-strategies/

Assessment

Literacy assessments provide teachers with information about the learner's progress in acquiring literacy skills and help to determine next steps. Golden Hills recognizes that listening to a student read enables teachers to understand the strategies used by the students, the struggles they are encountering and how to provide feedback to enhance their reading.

A common set of literacy assessments will enable teachers to determine the progress of their students and track this over time. It also enables teachers and administrators to determine the specific literacy skills gained during a set period. Through common assessment, students who are "At Risk" can be identified and a plan developed for how to meet the needs of all students. Through monitoring student progress, insights can be gained about what approaches and strategies might have the greatest impact on learning.

Golden Hills teachers employ assessment "for learning" (using information to guide instruction and improve student learning), assessment "as learning" (students using assessment information to improve their own learning) and assessment "of" learning (summarizing and making judgments about the quality of learning) to improve literacy skills. The importance of sharing learning targets and co-constructing what success looks likes for students is identified and practiced. Teachers gather, analyze, and interpret evidence of literacy learning over time, using a variety of tasks, assessment strategies and documentation.

Spelling

Research has shown that learning to spell and learning to read rely on the same underlying processes and knowledge. Both rely on the mental representation of the word and an understanding of the relationship between letters and sounds. Reading and writing have long been recognized as reciprocal processes and it works best when connections between them are made explicit.

It also tells us that students do not learn to spell words in isolation but instead use prior knowledge and understandings to help make decisions and form concepts about how to spell new words.
The traditional weekly spelling lists, and spelling tests have not proven effective in transferring to students writing. Students struggle to retain or generalize spelling knowledge when practiced for a test. Therefore, practices that focus on understanding spelling patterns through "word study" is viewed as a more effective way to build spelling skills. Instruction that explores the patterns of English word structure, word origin, and word meaning helps students to identify predictable patterns of spelling, word use and meaning.

Focusing on high-frequency words (Both regular and irregular) is also helpful because 50% of all words students use when writing are found on a first 100 high frequency word list. Group the words to be learned according to common features.

- Note: 50% of words in the English language follow a regular spelling pattern where the sound is predictable and matching the spelling.
- 37% of words have only one error if they are spelled based on sound-symbol correspondences alone.
- The remaining 13% are learned as irregular words.

Patterns are the most effective and efficient way to teach regular and predictable words because the brain is hard-wired to look for patterns. Learning occurs best through active involvement and practice with words which allow students to discern and learn word and letter patterns for themselves. This is what "Words Their Way" does well.

During word study, teachers guide students as they categorize words according to similarities and differences in spelling, meaning and patterns. This combines the visual, auditory, and semantic (meaning) components of spelling.

The research and support for using word study to teach spelling is extensive. It works because it allows students to abstract the pattern, make connections between old and new words and build connections through integrated study. Spelling instruction and learning how to spell is valued to be literate and therefore warrants focus in our classrooms.

Implementation – Assessment Plan K-6

Reading

Assessment

All grade 1-3 students will be administered one of the following twice a year (fall and spring):

1. Fountas and Pinnell Reading Benchmark Assessment
2. DRA Assessment
3. Informal Reading Inventory IRI as well as running records of leveled texts i.e. RAZ kids, to determine level of reading. The IRI could be administered with all the students and if at risk students are identified, either the DRA of Fountas and Pinnell Benchmark assessment can be administered.

Implementation

Schools confirmed the assessments their Grades 1-3 teachers will use. and will complete summary tracking forms.

Teacher training on assessment strategies such as running records and F&P and DRA was provided.

Timeline for Implementation

Coaches will continue to support schools in how to use Benchmark assessments to assess and track the level that students are at in their reading (Grades 1-3).

Student's reading results from the Leveled Literacy Project will be tracked by teachers on the tracking tool provided and forwarded to the district lead in June of each year.

Possible Informal Reading Inventories and Word Lists

Informal Reading Inventories
Alberta Diagnostic Informal Reading Inventories
Jerry John's Informal Reading Inventory
Ekwall IRI

Word Lists
Schonell Word List
San Diego Quick Word List
Dolch Word List

Assessment

Students in Grades1-5 will be administered two GHSD common writing assessments each year (September/October and May):

*Grade 1 will administer the Fall assessment in November.

*Grade 6 will only administer the fall common writing assessment (as they have the PAT as the post-assessment in the Spring).

*K teachers will develop their own plan for common writing expectations.

Implementation

Develop and implement common writing prompts and common marking rubrics for each grade level. Teacher teams will develop common expectations by having time to mark in groups.

Timeline for Implementation

Collaborative Day 1 and/or Sept. PLD day:
Teachers will work together in collaborative teams to mark and review/revise exemplar banks for each grade level.

Teachers will continue to implement a common writing assessment to track progress and determine next steps in instruction. School teams will decide on a school strategy for sharing and the assessment will be kept at the school. Some schools are creating a collection as portfolios.

Information will be gathered throughout the course of the year. This data and information will be reviewed annually to determine the impact of our plan and identify next steps. The goal will be to look for patterns and ways to support the literacy work in Golden Hills.

There are a variety of resources and approaches to teaching Literacy. The following have supporting research that demonstrates a high impact on student learning.

For a more in-depth description of the recommended approaches/programs please refer to the literacy framework.

Literacy Progression

Hattie (2009) describes the importance of teachers having a common understanding of the reading progression. The Golden Hills Literacy Framework will include a literacy progression that will guide literacy instruction and the Alberta Learning Literacy Benchmarks are aligned with our literacy progression.

Powerful Literacy Strategies

Making connections: Activating Prior Knowledge

Making connections between personal experiences, other texts, and the world-using strategies such as brainstorming and KWL charts.

Provide opportunities to make text to self, text to text and text to world connections.

Make connections between text-to-self, text-to-text and text-to-world, using annotating, brainstorming and RAN charts, visualizing.

Pre-reading strategies i.e. THIEVES, guided questions, predictions and anticipation guides to prime the brain for what is coming up.

Visualizing

Model out loud strategies with the student what you have visualized as you were reading. Share the image you've created in your mind and talk about which words from the book helped you "draw" your picture.

Support the student in organizing the information by using graphic organizers such as concept maps, timelines, charts, etc.

Use your child's strengths when visualizing. Have them draw, act out or explain what pictures they see when they are reading.

concept mapping, graphic organizers, Jigsaw, and GIST

Inferring and Predicting

Make predictions using strategies such as book walks, guided questions, anticipation guides.

Teach inferencing progressively (scaffold) beginning with the familiar real-world scenarios i.e. home, school.

Teach inference using the four sources of evidence: 1. What does the author directly state in the text? What does the author mean but not directly state in the text? What do you know about your real-life experiences that could help you decide about the evidence? What have you learned from classes and reading books that might help you decide about the evidence?

Summarizing

Jigsaw, exit slips and reciprocal teaching to check and enhance understanding

Use strategies such as Say Something, Inside-Outside Circles to check for understanding

Utilize the Somebody, Wanted, So, But, Then strategy
http://wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/65/SummarizingUnitwithSomebodyWantedButSo.pdf

Utilize the 5 C's of summarizing.
http://soltreemrls3.s3-website-us-west-2.amazonaws.com/solution-tree.com/media/pdfs/Reproducibles_40RIS/The_Five_Cs_of_Summarizing.pdf

Synthesizing (Jigsaw, GIST)

Reflect on and respond to text and content using a variety of learning experiences, such as journal writing, concept mapping, drawing, illustrating and multi-media presentations.

Monitoring and Clarifying

Talk to the student about what you are reading modeling questioning. Encourage them to stop and think about what they read. Ask questions such as: What was your favorite part? How did this make you feel? Were there any words you didn't understand? Were there any parts you found confusing?

Encourage the student to: Re-read the material, adjust their reading speed/create a movie in your mind.

Rereading, RAP (read a paragraph, ask a question about the main idea, put the answer into your own words), read-reflect-relate, RIDER and Self-monitoring, strategies of effective readers, and reciprocal reading.

Use self-monitoring and fix-up strategies (i.e. reread, read ahead and then come back; adjust reading rate; reflect on, or revisit the purpose for reading; access and re-access graphic support; periodically check for understanding; use context and employ decoding skills).

Questioning

Encourage students to ask questions and make comments during all stages of reading: pre, during and post.

Model using questioning by asking "Why is this happening?", "What might happen next?", or "Does this make sense?" Such questions help students make connections among various parts of a story.

Encourage the student to think critically about all books. Does he or she agree or disagree with the author? Why? Is the information accurate or not?

Teach the four main types of questions:

1. *Right There Questions:* Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
2. *Think and Search Questions:* Answers are gathered from several parts of the text and put together to make meaning.
3. *Author and You:* These questions are based on information provided in the text, but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it to answer the question.
4. *On My Own:* These questions do not require the student to have read the passage, but he/she must use their background or prior knowledge to answer the question.

To see it explained:
https://www.youtube.com/watch?v=wO7KHzYx528

Resources/Approaches Overview

Early Literacy Initiative (ELI) Program

ELI is a targeted intervention provided to at risk learners in Grades 1 and 2.

Leveled Literacy Intervention Program (Fountas & Pinnell

LLI is a small group intervention system to be implemented by classroom teachers in a pull-in or push-out model.

High School English/Social Project

All high school English teachers and social studies teachers are involved with a cross jurisdictional project to increase students' ability to write critical essays. Dynamic models, annotated rubrics and use of peer and self-assessment comprise this project.

Words Their Way Program

Words Their Way is a developmentally driven, practical instructional approach to word study. Through hands-on activities, it helps student explore and construct knowledge about words.

Guided Reading

Guided reading provides focus literacy instruction delivered in small groups, with books provided at students' instructional reading level. The teacher acts as a facilitator guiding small flexible groups where students analyze what they read using reading strategies such as summarizing, predicting, clarifying, connecting and more.

Academic Vocabulary

Academic vocabulary instruction involves identifying and explicitly teaching the words that students must know to establish a foundation to construct knowledge.

Daily Five

Structure for providing a balanced literacy program.

Comprehensive Literacy Guides

https://arpdcresources.ca/consortia/comprehensive-literacy-guides-k-6/

Writing Initiatives

Empowering Writers

6+1 Writing Traits

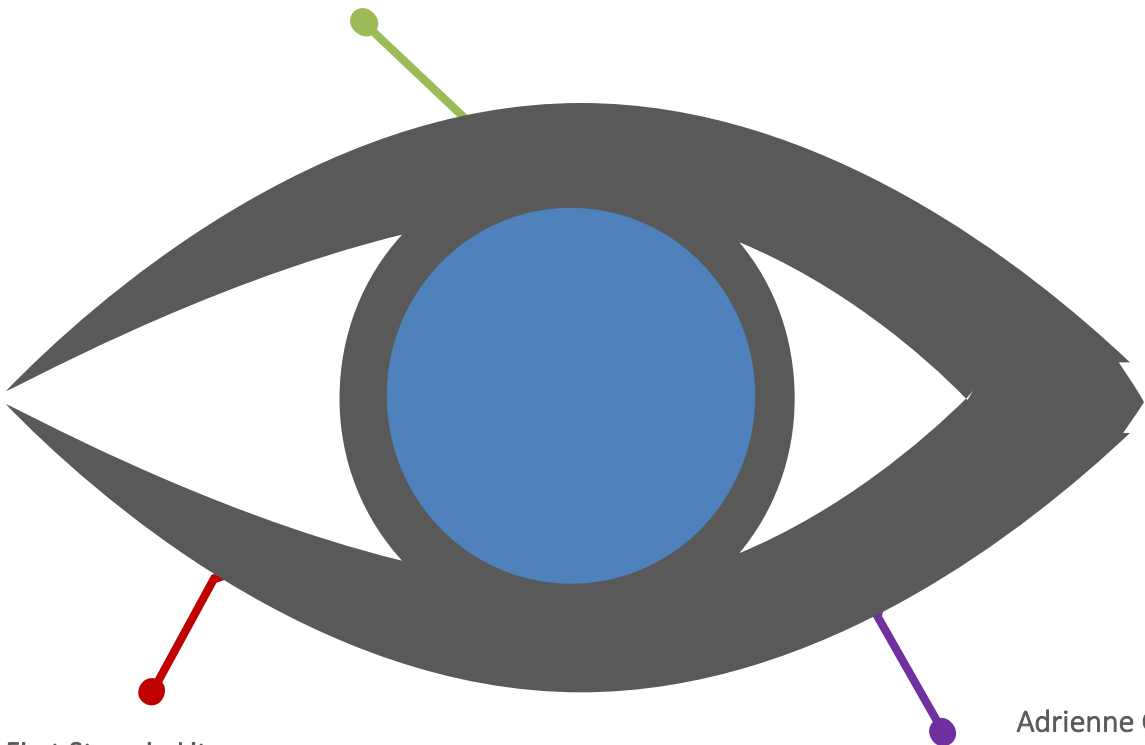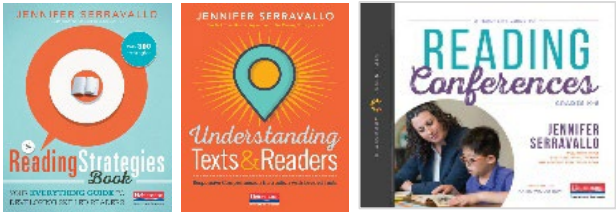Blended Style and Structure

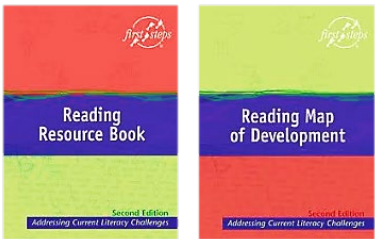Lucy Calkins- Units of Writing

Recommended Reading Resources

Jennifer Serravallo

Reading Strategies
Understanding Readers and Texts
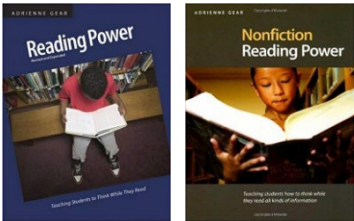Reading Conferences

The First Steps in Literacy

Reading Resource Book
Reading Map of Development

Adrienne Gear

Reading Power: Teaching Students
to Think While They Read

NonFiction Reading Power: Teaching
Students To Think While Reading in
all Subject Areas

Recommended Writing Resources

Barbara Mariconda	Jennifer Serravallo	The First Steps in Literacy:	Ruth Culham
Empowering Writers	Writing Strategies	Writing Resource Book Writing Map of Development	6+1 Writing Traits
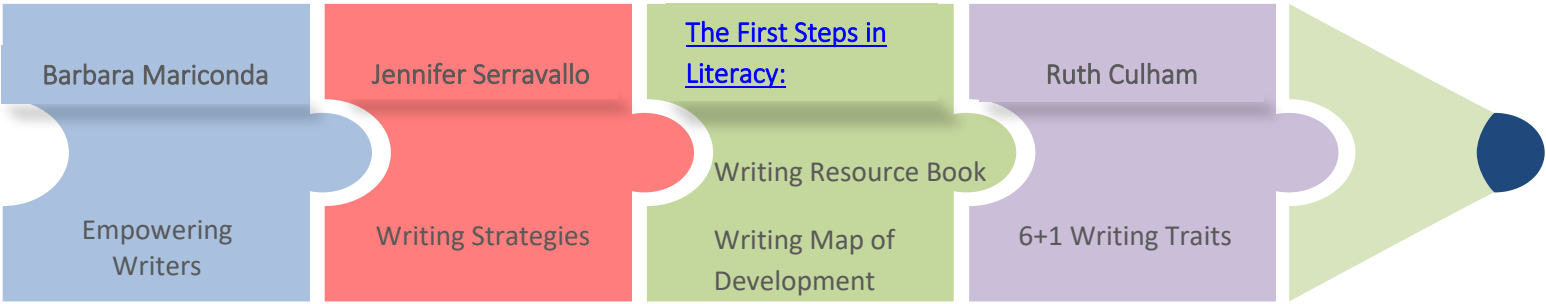
Recommended Word Work/Spelling Resources

Pearson

Words Their Way

Early Literacy Initiative (ELI) Program

ELI is a targeted intervention provided to at risk learners in Grades 1 and 2.

Continue to implement this intervention in all schools - Grades 1 and 2. Pre and post data and summary report for all students are created and compared to annual results.
Coordinated by Sue Humphry.

Leveled Literacy Intervention Program (Fountas and Pinnell)

LLI is a small group intervention system to be implemented by classroom teacher in a pull-in or push-out model.

http://www.fountasandpinnellleveledbooks.com/

High School English/Social Project

All High School English and Social Studies teachers were involved with a Cross Jurisdictional Project to increase students' ability to write critical essays. Dynamic models, annotated rubrics and use of peer and self-assessment comprise this project.

http://www.peervision.ca/

English and Social Studies High School teachers worked in a project to develop student's skill in writing a critical essay. A peer and self-evaluation tool, AIR (Annotated Rubric) has been developed into an online editing tool. Outcomes include increased critical thinking through writing.

Words Their Way Program

Words Their Way is a developmentally driven, practical instructional approach to word study. Through hands-on activities, it helps students explore and construct knowledge about words.

http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page

http://www.elltoolbox.com/words-their-way.html#.U4dW65RdVuU

There has been some training and implementation of the program in some schools.

Guided Reading

Guided reading is based on finding books at students' instructional reading level. The teacher acts as a facilitator in small flexible groups where students analyze what they read while using proven reading strategies such as summarizing, predicting, clarifying, connecting and more.

Teachers incorporate guided reading groups as part of the Daily Five. This is an effective way to teach targeted strategies for students grouped flexibly in small groups.

Daily Five

Structure for providing a balanced literacy program Hattie (2009) describes the support for the five pillars of reading instruction which are foundational to the Daily Five. Attending to all five areas is important including phonemic awareness, phonics (word work), fluency, vocabulary, and comprehension.

Teachers have attended PD at the district level and have accessed coaches to help set this structure up in their classrooms. The content of the components found in the Daily Café are all research based, best practices to increase literacy skills.

He also states that a combination of vocabulary, comprehension and phonics instruction with repeated reading opportunities is the most powerful set of instructional methods. The Daily Five incorporates these instructional elements into program with all aspects of the Daily Five strategies founded on research.

http://www.the2sisters.com/theDaily5.html

http://www.thedailycafe.com/public/department104.cfm

Academic Vocabulary

Academic vocabulary instruction involves identifying and explicitly teaching the words that students must know to establish a foundation to construct knowledge.

http://www.marzanoresearch.com/vocabulary

http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf

Literature Circles

Developing Phonological Awareness

Balanced Literacy

RAZ Kids

Reading A-Z

Continue to identify and teach essential words for knowledge and construction through explicit teaching academic vocabulary. Begin looking at the morphology of the words being studies.

Continue to develop in the district.

Strategies to Achieve Reading Success (S.T.A.R.S.)

Stepping Out (7+)

A resource of strategies that focuses on improving pedagogy for all students by extending teachers' skills and understanding about literacy and learning.

http://www.pearsoncanadaschool.com/index.cfm?locator=PSZpP5

First Steps (K-6)

Recognize and implement the appropriate strategy to effectively teach the skills students are required to obtain as listed in the learner outcomes.

All resources are now available to all teachers (website on Learning Commons.

GHSD **Writing** Initiatives and Components   Action

Barbara Mariconda

http://www.barbaramariconda.com/

http://empoweringwriters.com/

Barbara Mariconda has developed resources for teaching students how to write both narrative and expository text. Specific steps and strategies are taught using a structure that improves students writing skills.

6+1 Writing Traits

Ruth Culham

http://educationnorthwest.org/traits

The 6+1 Trait® Writing Model of Instruction & Assessment comprises 6+1 key qualities that define quality writing.

These are:

Ideas—the main message

Organization—the internal structure of the piece

Voice—the personal tone and flavor of the author's message

Word Choice—the vocabulary a writer chooses to convey meaning

Sentence Fluency—the rhythm and flow of the language

Conventions—the mechanical correctness

Presentation—how the writing looks on the page

Blended Style and Structure

(Betty Wiebe)

Writing program developed by Betty that teaches students the structure of writing. Resources are available in IMC.

Reading Inventories and Checklists

Pre and post assessments are administered to determine effectiveness of instruction and level of function of student.

See implementation plan.

Diagnostic Reading Assessment (DRA)

http://www.scholastic.com/parents/resources/article/book-selection-tips/assess-dra-reading-levels

See implementation plan.

Fountas & Pinnell Benchmark Assessment

System (B.A.S.)

See implementation plan.

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APPENDIX A

LITERACY PROGRESSION- Golden Hills School Division No. 75   (Compiled by Sue Humphry)

2021-2022

Research tells us that learning to read includes core components that when woven together produce proficient readers who can derive meaning from print. While each of these five components are necessary, <u>none are sufficient by itself</u>. Only when taken together are they sufficient. The components for learning to read include the development of:

1. PHONEMIC AWARENESS
2. PHONICS
3. FLUENCY
4. VOCABULARY
5. COMPREHENSION

PHONEMIC AWARENESS- Phonemic awareness and phonics both involve the instruction relating to letters and sounds but **are different.** Phonemic awareness refers to an understanding that words are made up of individual speech sounds (PHONEMES) and to be able to hear and manipulate phonemes (letter sounds), which is practiced orally. Phonics refers to the representation of these sounds with letters, or groups of letters (GRAPHEMES).

Research strongly supports the idea that teaching students to manipulate phonemes significantly improves their reading and spelling abilities. Failure to develop this awareness is a major barrier in learning how to read. Phonemic Awareness is the most important and causal factor separating typical and struggling readers. If students do not have the ability to hear, identify, and manipulate the individual sounds in spoken words and do not understand that spoken words and syllables are made up of sequences of speech sounds, then they will have difficulty connecting sounds (PHONEMES) with letters or groups of letters (GRAPHEMES).

STUDENTS NEED EXPLICIT INSTRCTION IN PHONEMIC AWARENESS AS A FOUNDATION for reading

THE FOCUS on ORAL PHONEMIC AWARENESS TRAINING/ ACTIVITIESIS is ESSENTIAL UNTIL STUDENTS CAN READILY IDENTIFY THE LETTERS. <u>WRITTEN WORDS OR LETTERS OCCURS</u> ONCE A FOUNDATION OF PHONEMIC AWARENESS has been established. Some more recent researchers are proponents of practicing phonemic awareness while also exposing students to the corresponding letter at the same time. Phonemic awareness continues to be important even after students know their letters and sounds. WORD BUILDS is one strategy used to continue to develop PHONEMIC AWARENESS.

PHONEMIC AWARENESS- The ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words.

Letter Identification Students will be able to give the names of all letters in the alphabet when the teacher points to them.	**Sound Identification** Students will be able to give the sounds for all of the letters in the alphabet when the teacher points to them.	**Rhyme Detection** Students will be able to detect a rhyming word when the teacher points to pictures and names the pictures.	**Word Detection** Students will be able to clap one time for each word the teacher says in a sentence.	**Syllable Detection** Students will be able to clap or tap for each word part I hear when the teacher says a word.	**Phoneme Detection** Students will be able to produce each individual sound in a word after the teacher has said a word.	**Syllable Blending** Students will be able to blend syllables together to make a word after the teacher has said parts of words.	**Phoneme Blending** Students will be able to blend phonemes to make a word after the teacher has said the individual phonemes of a word.	
Syllable Deletion Students will be able to say a word without one of its parts after the teacher says the word.	**Phoneme Deletion** Students will be able to say a word without one of its sounds after the teacher says the word.	**Initial Sound Isolation** Students will be able to identify the beginning or first sound in a word the teacher says.	**Final Sound Isolation** Students will be able to identify the ending or last sound in a word the teacher says.	**Medial Sound Isolation** Students will be able to identify the middle sound in a word the teacher says.	**Adding Phonemes** Students will be able to add sounds to targeted sounds or one-syllable words to make new words.	**Substituting Initial Phonemes** Students will be able to substitute initial sounds in one-syllable words to make new words.	**Substituting Final Phonemes** Students will be able to substitute final sounds in one-syllable words to make new words.	
Substituting Medial Phonemes Students will be able to	**Word Recognition** Students will be able to read familiar	**Nonsense Word Recognition** Students will be able	**Spelling** Students will be able to spell simple CVC					

substitute middle sounds in one-syllable words to make new words.	words from left to right across a page.	to read nonsense words from left to right across a page.	(Consonant, Vowel, Consonant) words correctly when the teacher says them.				

Questions to prompt instructional routines for Phonemic Awareness (Burkins and Yates 2021, pg. 51-52)

1. "Let's notice how sounds are made." (Articulatory gestures)
2. "Let's put sounds together to make whole words." (Blending)
3. "Let's take words apart." (segmentation)
4. "Let's listen for sounds that are the same." (Isolation and discrimination)
5. "Let's take sounds off of words." (deletion)
6. "Let's change one sound in a word to make a new work." (substitution)

PHONICS- Phonics is a way of teaching reading that conveys an understanding that there are correspondences between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). **Systematic instruction** in phonics involves explicitly teaching students a specified set of letter to sound correspondences and having them read text that provides practice in using these correspondences to decode words. Systematic instruction in phonics produces the biggest impact on growth in reading when it begins in **Kindergarten** or **Grade One**. Proficient readers have learned that letters and groups of letters (graphemes), represent units of sounds (phonemes). Readers must learn the correspondences between the 26 letters of the alphabet and the 44 phonemes in spoken English. Once readers understand how letters and sounds are related, they can become capable decoders. Decoding, however, must become accurate and rapid (fluent) so the processes of paying attention and remembering will be freed for comprehending the text.

Exemplary phonics instruction

- Builds from simple to complex
- Builds on children's rich concepts about how print functions
- Builds on a foundation of phonemic awareness
- Is clear and direct
- Is integrated into a total reading program
- Focuses on reading words, not learning rules
- May include onsets and rimes
- May include invented spelling practice
- Develops independent word recognition strategies , focussing attention on the internal structure of words
- Develops automatic word recognition skills so that students can devote their attention to comprehension, not words

Consonant Diagraphs- consonants that appear together and make one sound

PHONICS- an understanding that here are correspondences between phonemes (sounds) and graphemes (letters and spellings)

Alphabet	Rhyming	Oddity Tasks	Oral Blending	Oral Segmentation	Phonemic Manipulation	Sound to Letter Matching	Word Families (VC &CVC)
Students will be able to recite the alphabet	Students will be able to identify word pairs that rhyme	Students will be able to find two pictures whose names begin with the same sound	Students will be able to hear the first sound of a word, the rest of the word and put it altogether.	Students will be able to clap the number of syllables I hear in a word.	After hearing a word students will be able to say the word without the first sound.	Students will be able to match consonant sounds to appropriate letters	Students will be able to blend sounds into recognizable words
Students will be able to name and quickly recognize upper case letters	Students will be able to provide another rhyming word to two I've already heard.	Students will be able to find two pictures whose names end with the same sound	Students will be able to hear an entire word, sound by sound and put the word together.	Students will be able to identify the first sound I hear in a word.	After hearing a word students will be able to replace the first sound with another sound identified by the teacher.	Students will be able to match short vowel sounds to appropriate letters	Students will be able to read one-syllable words in isolation
Students will be able to name and quickly recognize lower case letters				Students will be able to identify the last sound I hear in a word.			Students will be able to read one-syllable words in text
Students will be able to distinguish between different letters				Students will be able to identify and isolate each individual sound in words.			
Students will be able to identify the printed forms of letters out of sequence							

High Frequency Spelled Words	Consonant Diagraphs	Consonant Blends/Clusters	Phonograms	High Frequency Words (Dolch/Fry)	Consonant Variants	Syllabication	Long Vowel Sounds
Students will be able to decode a phonetically spelled correctly one and two syllable word

Students will be able to read a phonetically spelled correctly one & two syllable word | Students will be able to identify consonant diagraphs

Students will be able to decode the consonant diagraphs found in words. | Students will be able to identify consonant blends/clusters

Students will be able to decode one and two syllable words containing consonant blends

Students will be able to read one and two syllable words containing consonant blends | Students will be able to identify phonograms

Students will be able to decode one and two syllable words containing phonograms

Students will be able to read one and two syllable words containing phonograms | Students will be able to read some high frequency words

Students will be able to spell some high frequency words consistently | Students will be able to identify consonant variants

Students will be able to decode one and two syllable words with consonant variants

Students will be able to read one and two syllable words with consonant variants | Students will be able to clap or tap for each word part I hear when the teacher says a word.

Students will be able to identify two syllable words

Students will be able to decode two-syllable words

Students will be able to identify multisyllabic words

Students will be able to decode multisyllabic words | Students will be able to identify words that use the silent e at the end of the word

Students will be able to decode words that use the silent e at the end of words

Students will be able to read words that use the silent e at the end of words |

Long Vowels in combination	Compound Words	Inflectional Endings	Base and Root words	Prefixes	Suffixes	Contractions	
Students will be able to identify words that use	Students will be able to recognize	Students will be able to recognize	Students will be able to recognize	Students will be able to recognize prefixes	Students will be able to recognize suffixes	Students will be able to recognize contractions	

| long vowel sounds represented by two vowels

Students will be able to decode words that use long vowel sounds represented by two vowels

Students will be able to read words that use long vowel sounds represented by two vowels | compound words | inflectional endings | base and root words | | | | |
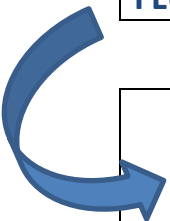|---|---|---|---|---|---|---|---|

FLUENCY- Once readers can automatically and rapidly decode words; they are better able to access the meaning of words and interpret what they are reading and make connections. With increased practice and repeated exposure to words in text, students learn to decode words fluently with both accuracy and speed. Fluent readers group words into appropriate and meaningful phrases and use expression.

Reading fluency is an indicator of proficiency in reading. Teachers gather data while they listen to students orally read a segment of text. The data provides information on accuracy, speed, smoothness, phrasing and expression. In addition to gathering information about fluency, teachers are able to determine the strategies and cues the student is using and those requiring further development.

Fountas and Pinnell (2006) identify six-dimensions for assessing fluency:

- **Pausing** (using punctuation)
- **Phrasing** (reflecting meaningful units of language)
- **Stress** (placing emphasis appropriately on words)
- **Intonation** (varying the voice in tone, pitch, and volume to reflect the meaning)
- **Rate** (using an appropriate pace-not too slow or too fast)
- **Integration** (consistently and evenly orchestrating pausing, phrasing, stress, intonation, and rate)

FLUENCY- the ability to read a text with a reasonable rate, accuracy and expression.

Choppy; Repetitions; Lack of pausing and phrasing; flat expression Students are reading in short choppy sentences. Students are reading with lots of repetitions of print. Students are reading with little pausing and phrasing. Students are reading with minimal expression.	**Beginning to read in two and three word phrases; Pausing at periods** Students will be able to read in two or three word phrases. Students will be able to pause at periods when reading.	**Frequent phrasing; Pausing and expression; Increased reading speed** Students will be able to read with frequent phrasing. Students will be able to read with more than two and three word phrases. Students will be able to read with correct pausing and expression. Students will be able to read with increased reading speed.	**Fluent reading with accuracy and speed; Reading includes intonation, and appropriate stress and expression; Consistent use of pausing and reading in phrases.** Students will be able to read fluently with accuracy and speed. Students will be able to read with good intonation and appropriate stress and expression. Students will be able to read with consistent use of pausing and phrasing. Students will be able to read consistently and evenly with correct pausing, phrasing, stress, intonation and rate.

COMPREHENSION- Strategies for comprehending text are schemes that students can use BEFORE, DURING and AFTER reading to increase their understanding what they are reading. The teachings of the above strategies are intentional and explicit. When students are taught strategies for comprehending text, they make significant gains on measures of reading comprehension. Effective readers are active as they read, simultaneously using a range of strategies to identify unknown words and comprehend text. As well, they bring their prior knowledge, culturally understanding and unique differences to the process of comprehending text.
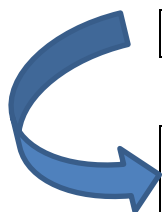
COMPREHENSION- **The ability to understand what has been read. (These occur together and are not required to be sequential)**

Prediction	Making Connections	Comparing	Inferring	Synthesizing	Creating Images
Students will be able to activate prior knowledge about a topic.	Students will be able to connect my own experiences to the information in the text. (TEXT to SELF)	Students will be able to compare similarities and differences during reading.	Students will be able to predict before and during reading text.	Students will be able to stop and think about what I have read, pose questions and represent my understanding.	Students will be able to create an image as I read. This image can be visual, auditory, olfactory (smell), kinesthetic, or emotional.
Students will be able to use text clues like pictures, subtitles and plot to make predictions.	Students will be able to connect text written by same author or with common themes, style, organization, structure, characters or content. (TEXT to TEXT)	Students will be able to compare similarities and differences after reading.	Students will be able to draw conclusions during and after reading text.	Students will be able to use a variety of sources (predicting, making connections and comparing) to gather information about text.	Students will be able to share my images orally, through drawings, or using drama.
Students will be able to predict before beginning to read text.	Students will be able to connect to the world outside my personal experience, my family or my community. (TEXT to WORLD)		Student will be able to make judgements during and after reading text.	Students will be able to continually monitor my understanding of text.	
Students will be able to predict during the reading of text.					
Students will be able to use prediction skills to figure out unknown words.					

Generate Questions	Skimming	Scanning	Determining Importance	Summarizing and Paraphrasing	
Students will be able to generate questions about text before I read. **Students will be able to generate questions about text during my reading of text.** **Students will be able to generate questions about text after my reading of text.**	**Students will be able to quickly glance through material to gain a general impression or overview of content.** **Students will be able to skim text to determine what is important and what is not relevant.**	**Students will be able to glance through material to locate specific details.** **Students will be able to scan text to look for clues that may help me identify unknown words.**	**Students will be able to identify important phrases, sentences, paragraphs, chapters or pieces of text that help with understanding text.** **Students will be able to identify headings, subheadings, titles, illustrations, boldfaced text, icons, hyperlinks, and fonts that are important.**	**Students will be able to reduce a larger piece of text and focus in on the important elements.** **Students will be able to restate or rewrite the text into other words.** **Students will be able to gather the main focus of text and use key words and phrases to share in my own words.**	

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