SD83 North Okanagan-Shuswap Early Literacy Framework

"Improving the quality of early literacy instruction is the best way to improve student outcomes.

Developing the expertise of every teacher is the best way to improve early literacy."

(Dr. Richard Allington)

GOALS

- Increase the number of SD83 students who are engaged, proficient readers by Grade 3
- Enhance children's reading and writing strategies and foster confidence and joy of reading and writing
- Support an early literacy team approach at all schools (Primary Classroom Teachers, Literacy Support Teacher, LRT, SLP, PVP, etc.) with a collective focus on supporting literacy development for all students
- Maximize the collective knowledge and efficacy of primary educators
- Develop educators' expertise through practice-based professional learning to enhance understanding of literacy instruction and assessment for the full continuum of learners
- Establish a district-wide understanding of the Comprehensive Literacy Framework

WE BELIEVE…

- All children should view themselves as readers and writers
- Children need to be engaged in authentic daily reading and writing activities
- Literacy means not only to read, write, speak, and listen, but also to use language to learn, think, and communicate effectively
- Classrooms need to be print-rich and contain a wide variety of reading materials to support a child's literacy development
- Observation and assessment should drive our instruction as we build on students' known concepts and strategies in order to help them integrate new learning
- Quality classroom practice is based on a comprehensive literacy approach

COLLABORATIVE SCHOOL TEAM APPROACH

Every elementary school is encouraged to take a collaborative team approach with a collective focus on supporting literacy development for all students. The team members could include Primary Classroom Teachers, Literacy Support Teacher, LRT, SLP, PVP, etc. and function as part of the School Based Team.

Collective Teacher Efficacy is the collective belief of the staff of the school in their ability to positively affect students (Effect Size 1.57). Collective Teacher Efficacy has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference, then they likely will. (Hattie, 2016)

"Collective efficacy is evident when educators see themselves as part of a team working for their students. When educators believe in their collective ability to lead the improvement of student outcomes, higher levels of achievement result." (Donohoo, 2018)

RESPONSE TO INTERVENTION (RTI)

The Canadian National Strategy for Early Literacy Support (2009) strongly recommends that appropriate evidence-based teaching strategies in literacy continue to be developed in all Canadian classrooms by ensuring "that each school and school board puts in place an explicit literacy assessment, instruction, support, intervention, and monitoring process, implementing the three-tier model." (p. 40)

Response to Intervention (RTI) is a multi-tiered, collaborative model designed to improve the achievement of all students. RTI emphasizes the importance of quality teaching, early intervention, and regular progress monitoring. RTI encourages close collaboration and teamwork among teachers, administrators, and other staff. As members of school-based early literacy teams, educators work together to assess students, monitor their progress, and implement interventions.
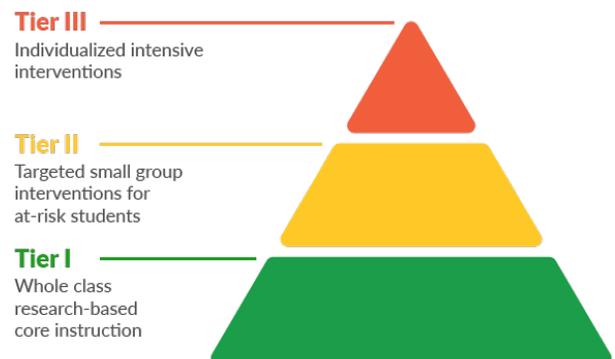
Key Elements of RTI:

- Research-based instruction
- Regular screening for academic difficulties
- Academic interventions for struggling students
- Differentiated instruction that accounts for learning strengths and interest areas
- Progress monitoring to gauge achievement and responsiveness to interventions
- More intensive interventions for students who continue to struggle

Tier 1 – High-quality classroom instruction using research-based strategies and instructional methods; universal screening (ideally, a minimum of three times per year) and ongoing formative assessments

Tier 2 – Focused supplemental instruction in small groups; research-based interventions targeted at specific strengths and needs; regular progress monitoring

Tier 3 – Intensive interventions specifically designed to meet individual needs; instruction delivered in small groups or individually; frequent progress monitoring

Tier III
Individualized intensive interventions

Tier II
Targeted small group interventions for at-risk students

Tier I
Whole class research-based core instruction

From RTI Success: Proven Tools and Strategies for Schools and Classrooms (Whitten, Esteves, & Woodrow, 2009)

HIGH-QUALITY CLASSROOM INSTRUCTION (TIER 1)

"The foundation of early intervention is rooted in effective classroom practice for **all** *students. Effective instruction for all will result in fewer children needing intervention."* (POPEY)

Learners	All students
Instructional Focus	Research-based strategies and instructional methods
Grouping	Differentiated and flexible grouping formats within the classroom
Instructional Time	90 to 120 minutes per day
Assessment	Universal screening at beginning, middle, and end of academic year; ongoing observation and assessment of students' learning strengths and interests
Educator	Classroom Teacher
Learning Space	Classroom

Every Child, Every Day

Richard Allington describes six high-quality, research-based experiences that he believes all children should have every day if they are to become successful, engaged readers. These experiences are especially important for struggling readers.

> ## Every Child, Every Day
> 1. Every child reads something they choose.
> 2. Every child reads accurately.
> 3. Every child reads something they understand.
> 4. Every child writes about something personally meaningful.
> 5. Every child talks with peers about reading and writing.
> 6. Every child listens to a fluent adult read aloud.

Comprehensive Literacy Framework

"Good first teaching of literacy skills is essential for all students. All children need to experience a rich and varied literacy environment throughout their school days. The classroom setting provides a unique opportunity for students to be immersed in a print-rich and literacy focused environment for extended periods of time. It is here that children can firmly learn the foundations needed to be successful in all areas of literacy." (POPEY)

A comprehensive literacy framework uses a continuous loop of teaching, learning, and assessing to build students' reading, writing, speaking, and listening skills. Educators use ongoing, formative assessments to respond to the individual needs of students. Explicit instruction in whole-group, small-group, and individual conference settings helps build student competencies as they grow as literacy learners.

COMPREHENSIVE LITERACY FRAMEWORK

← Listening and Speaking →
← Comprehending, Connecting, Creating, and Communicating →

WORD WORK

- Early Literacy Concepts
- Phonological Awareness
- Letter Knowledge & Sounds
- High-Frequency Words
- Spelling Patterns
- Word Solving & Structure
- Word Meaning & Vocabulary

READING/VIEWING	Educator Support	WRITING/REPRESENTING
Read Aloud/Modelled Reading		**Write Aloud/Modelled Writing**
Educator: • selects and reads book or other text • models fluent and expressive reading • models characteristics of what good readers do • guides active conversation through strategically planned questions – based on class and student goals **Students:** • build listening and oral language skills • have access to more advanced concepts or vocabulary • see and hear effective reading strategies	Full Support	**Educator:** • models writing process • talks aloud to verbalize what they are doing and why • provides mini-lessons to focus on one specific writing element, trait, or strategy • creates a class or demonstration text **Students:** • build listening and oral language skills • see and hear the writing process and effective writing strategies • participate in sharing of ideas and contribute orally
Shared Reading		**Shared/Interactive Writing**
Educator: • introduces and reads a large-print text or a text where all students have a copy • models reading process • provides mini-lessons to focus on a specific reading strategy **Students:** • join in the reading, in unison, during refrains or after multiple readings	Moderate to Full Support	**Educator:** • guides students as the whole class composes and completes one text together, while modelling effective writing strategies • leads the re-reading of the texts several times **Students:** • participate in composing a piece of writing • share thoughts and ideas to create a class text
Guided/Small Group Reading		**Guided/Small Group Writing**
Educator: • selects and introduces new texts at the students' instructional levels • provides support and introduces new strategies to improve reading • observes students as they read new text **Students:** • read the entire text by themselves • practice new skills and strategies	Moderate Support	**Educator:** • provides guidance with a small group of writers – focused on a similar skill or strategy • provides support through small group conferences while students write or revise • provides mini-lessons to small, flexible groups **Students:** • work on individual pieces of writing • participate in mini-lessons and conferences focused on specific strategies and/or skills • revise writing based on mini-lessons and conferences • solve their own problems in writing, with educator support and feedback
Independent Reading		**Independent Writing**
Educator: • provides reading materials for students in a carefully organized manner • reinforces strategies for selecting 'just right reads' **Students:** • select stories and texts • read to themselves or to a partner	Minimal Support	**Educator:** • provides writing materials for students in a carefully organized manner • guides and establishes peer support systems • provides feedback and support through individual writing conferences **Students:** • write independently • use known words and word-solving strategies to write unknown words • use resources in the room to write • apply skills and strategies taught in mini-lessons

← Formative Assessment →
← Differentiated Instruction →

SD83 Educator Support

"Knowing how to teach, that is, using explicit modeling and gradual release of responsibility, is just as important as the literacy knowledge we acquire." **(Johnson & Keier, 2010)**

SD83 is committed to supporting the ongoing professional development and support of educators to enhance literacy understanding, instructional strategies, and assessment opportunities which support all learners.

Heggerty Phonemic Awareness Program
• Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and it is one of the best early predictors for reading success
• All SD83 Kindergarten educators will be provided with a school copy of the Heggerty Phonemic Awareness program in the Fall 2021
• A phonemic awareness professional learning session was offered for all Kindergarten educators in May 2021
• The program will be piloted in Kindergarten classrooms for the 2021-22 school year and then evaluated for potential program expansion into Grade 1, starting 2022-23

Literacy Support Teachers (K to 5)
All elementary schools will have a school-based, part-time Literacy Support Teacher starting in Fall 2021.
Role of Literacy Support Teacher (LST):
• Provide targeted early intervention literacy support to K to 2 students, in collaboration with Classroom Teachers
• Support a collaborative team approach to literacy learning through co-planning and co-teaching
• Help facilitate literacy data and learning conversations with the School Based Team Team (Classroom Teachers, LRT, SLP, PVP, etc.) to guide instructional focus, strategies, and next steps
• Provide PM Benchmark, Guided Reading, and Comprehensive Literacy Framework training and support for interested K to 5 school staff
• Participate in monthly professional learning sessions
• Facilitate a literacy learning focus at monthly staff meetings
• Be a leader within the school and district regarding literacy instruction and best classroom practice

District Literacy Helping Teacher (K to 12)
Starting in Fall 2021, there will be a part-time District Literacy Helping Teacher to directly support educators in the following ways:
• District Professional Development planning and facilitation (Comprehensive Literacy Focus)
• Ongoing after-school learning sessions and book clubs, with follow-up classroom support for interested participants (demo lessons, co-planning, co-teaching)
• New teacher mentorship: how to set-up a Comprehensive Literacy Program, PM Benchmark training, etc. for all new teachers (new to profession, new to grade level)
• District support for community literacy programs: One to One, Valid Reading, and Summer Slide programs

Curriculum Support				
• Access to curriculum support resources is available through the Literacy Channel in the SD83 Curriculum Resources Team				

Assessment				
• Support with using District literacy assessments (PM Benchmarks, Early Learning Profile) as well as ongoing formative assessments is available through school-based Literacy Support Teachers and/or the District Literacy Helping Teacher				

Professional Learning Opportunities				

• Both short-term and long-term professional learning plans are created using feedback from educators, District ProD Committee, and District Literacy Team
• In 2020-21, professional learning sessions were limited to virtual sessions due to COVID-19 but included:
  ▪ Kindergarten Early Learning Profile (September 2020)
  ▪ Foundational Reading Strategies & Assessment to Support Students (April 2021)
  ▪ Foundational Writing Strategies & Assessment to Support Students (May 2021)
  ▪ Phonemic Awareness in the Kindergarten Classroom (May 2021)
  ▪ POPEY "After-School Specials" Workshops (ongoing)
• In 2021-22, some professional learning opportunities include:
  ▪ Powerful Writing Structures with Adrienne Gear (ProD session on September 20th with optional 3-part series to follow)
  ▪ K to 5 Book Club: "Catching Readers Before They Fall" by Pat Johnson & Katie Keier
  ▪ Grade 6 to 8 Book Club: "Grand Conversations, Thoughtful Responses: A Unique Approach to Literature Circles" by Faye Brownlie
  ▪ Supporting a Comprehensive Literacy Framework in K to 5 Classrooms: After school series (first Wednesday of every month)
• Access to ongoing professional learning opportunities are available in the SD83 Professional Learning Team and through POPEY				

Assessment

While discussing research about formative assessment, Dylan Wiliam concluded, ***"Attention to the use of assessment to inform instruction, particularly at the classroom level, in many cases effectively doubled the speed of student learning."*** (2017)

A solid plan for assessment is crucial in order to know how to guide instruction and to assist in identifying students in need of additional support and interventions.

District Assessments				
Assessment	**Timeline**	**Grade Level**	**Educator**	**EDPlan Insight**
Early Learning Profile	October, January, June	Kindergarten	Classroom Teacher	Yes
Early Learning Profile	September, January, June	Grade 1 & 2	Literacy Support Teacher	Yes
PM Benchmarks	November, June	Grade 1 to 5	Classroom Teacher	Yes

Ongoing Formative Assessment Examples	
• Reading and writing conferences • Anecdotal note-taking opportunities • Observational checklists • Rubrics	• Fluency and comprehension checks • Reading & writing interest surveys • Writing samples • White boards/markers for quick checks

FOCUSED SUPPLEMENTAL INSTRUCTION (TIER 2)

"Responsive teaching and assessing means we are always teaching for understanding, continuously checking for understanding, and adjusting instruction as needed." **(Routman, 2014)**

Learners	Targeted students (based on universal screening and assessments)
Instructional Focus	Research-based interventions that consist of strategies and instructional methods designed to supplement, enhance, and support Tier 1 classroom instruction
Grouping	Small group instruction (2 to 3 students per group)
Instructional Time	Minimum of 30 minutes per day, ideally three to four times per week in small group, in addition to Tier 1 instruction
Assessment	Progress monitoring weekly or biweekly to target skills and concepts to ensure adequate progress and learning
Educator	Literacy Support Teacher and/or Classroom Teacher
Learning Space	Classroom whenever possible

SD83 Early Literacy Intervention Student Support Model

Key Elements:

- Intervention takes place early (K to 2)
- The focus is on comprehension of connected text
- Children spend time reading books at their reading and interest level
- Reading and writing are connected
- Intervention is congruent with classroom practice

Targeted Literacy Intervention Support (Gr. 1 & 2)
- Targeted early intervention support by Literacy Support Teacher (LST), in collaboration with Classroom Teacher   - Small group instruction (2 to 3 students per group)   - Emphasis on in-class vs. pull-out support   - Classroom Teacher will assess Grade 1 students using PM Benchmarks   - LST will assess Grade 1 students using the SD83 Grade 1 Early Learning Profile   - LST works collaboratively with Classroom Teachers to use student data to guide the instructional focus (EDPlan Insight data sharing, RTI model)   - Ongoing communication with the Classroom Teacher and coordinated with classroom instruction   - Ongoing assessment and response to student progress in reading, writing, and oral language   - Communication with parents/caregivers about targeted student support   - Fully aligned with the BC curriculum   - Primary Focus of Support: - September to December – Grade 2 students   - January to March – Grade 1 students

Targeted Early Literacy Intervention Support (Kindergarten)

- Targeted early intervention support by Literacy Support Teacher (LST)
- Small group instruction (2 to 3 students per group)
- Emphasis on in-class vs. pull-out support
- Classroom Teacher will assess all Kindergarten students using the SD83 Kindergarten Early Learning Profile
- LST works collaboratively with Classroom Teachers to use student data to guide the instructional focus (EDPlan Insight data sharing, RTI model)
- Focus is on building early literacy skills: phonological awareness, alphabet knowledge, and concepts of print
- Ongoing communication with the classroom teacher and coordinated with classroom instruction
- Ongoing assessment and response to student progress in early literacy skills, writing, and oral language
- Communication with parents/caregivers about targeted student support
- Fully aligned with the BC curriculum
- Primary Focus of Support:
  - April to June – Kindergarten students

INTENSIVE INTERVENTIONS (TIER 3)

"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." (Clay, 2005)

Learners	Students who have not fully responded to Tier 2 support
Instructional Focus	Research-based interventions that consist of strategies and instructional methods designed to supplement, enhance, and support Tier 1 and Tier 2 instruction
Grouping	Small group instruction (2 to 3 students per group) or one-on-one
Instructional Time	Minimum of 30 minutes per day, ideally three to four times per week in small group or individually, in addition to Tier 1 and Tier 2 instruction
Assessment	Weekly progress monitoring to target skills and concepts to ensure adequate progress and learning
Educator	Educator determined by school's School Based Team (Literacy Support Teacher, Learning Resource Teacher, Speech & Language Pathologist, LRT/CEA support model, etc.)
Learning Space	Appropriate setting designated by the school

Some Recommended Early Literacy Resources

Websites:

[Provincial Outreach Program for the Early Years](#) (POPEY)

[Heggerty Phonemic Awareness Program](#) (SD83 Kindergarten pilot program 2021-22)

Print Resources (copies are available in the District Resource Centre):

[Catching Readers Before They Fall](#) by Pat Johnson & Katie Keier

[The Next Step Forward in Guided Reading](#) by Jan Richardson

[The Reading Strategies Book](#) by Jennifer Serravallo

[The Writing Strategies Book](#) by Jennifer Serravallo

[Reading Power](#) by Adrienne Gear

[Writing Power](#) by Adrienne Gear

[What's Next for this Beginning Writer?](#) by Janine Reid & Betty Schultze

[Read, Write, Lead](#) by Regie Routman

[Who's Doing the Work? How to say less so readers can do more](#) by Jan Burkins & Kim Yaris

[The Book Whisperer](#) by Donalyn Miller

"Our long-range goals and actions must ensure full literacy for all learners, that is, to ably use reading, writing, speaking, and listening to knowledgeably and joyfully lead meaningful lives, inquire about areas of interest, and to participate as informed citizens in our democracy.

Meeting these goals includes developing humanity and empathy for others through a love of literature, appreciation of other languages and cultures, and writing for authentic audiences and purposes."

(Regie Routman, 2021)