Fort Vermilion
School Division

Literacy Framework

TABLE OF CONTENTS

UNIVERSAL SCREENER TIMELINE			
	Kindergarten	**Grade 1**	**Grades 2-11**
SEPTEMBER	Kinder: CTOPP		3T / TTT
JANUARY / FEBRUARY		3T / TTT	3T / TTT
MAY / JUNE	Kinder: CTOPP	3T / TTT	3T / TTT

Click here for the current **FVSD Guide to Administering the Universal Screener**

3T / TTT: TOSREC: **Silent Reading Efficiency & Comprehension**
TOWRE: **Word Reading Efficiency** / TOSWRF: **Silent Word Reading Fluency**

CTOPP-2: Comprehensive Test of Phonological Processing

WHAT IS ENGLISH LANGUAGE ARTS & LITERATURE?

English language arts and literature is a subject that provides students with language and literacy skills required for success in the twenty-first century. From Kindergarten to Grade 6, students gain foundational knowledge and build on their language skills and experiences through reading, writing, listening, speaking, viewing and representing.

These strands of learning are closely interrelated and complimentary; literacy skills in each of these strands reinforce and strengthen skills in the others. Through practice and experience, students understand how language is used in a variety of formal and informal contexts. Studying English language arts and literature involves reading, appreciating, and becoming familiar with influential writers whose works illustrate the essence of the human condition. Through the study of great texts, English language arts and literature lays the groundwork for critical thinking as well as personal expression.
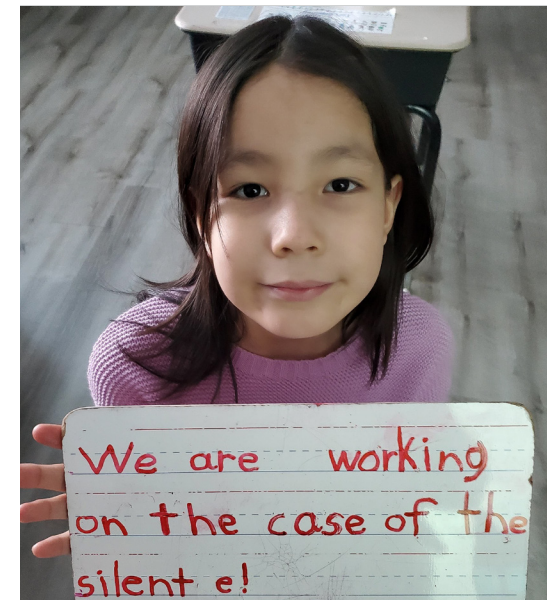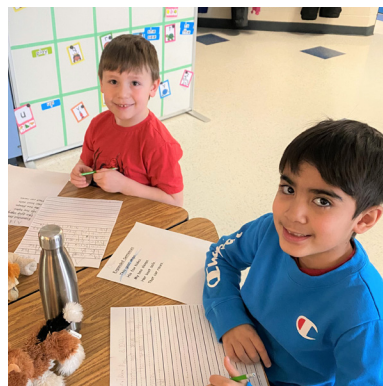
LITERACY PROGRESSIONS

Alberta Education defines literacy as follows:

Literacy involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning, using oral, written, visual, and multimedia sources. Literacy is embedded in learning across all subject areas. It is foundational, allowing students to live, learn, and work as knowledgeable, active participants in a democratic society.

The **Literacy Progressions** identify knowledge and behaviors that students may demonstrate by the end of each divisional age range.

English language arts and literature is essential to foundational literacy and communication skills for lifelong learning. Being a literate, effective communicator is necessary for skillful public speaking and career readiness. Similarly, engaging in respectful and inclusive dialog and considering varied viewpoints can enhance new ways of thinking. Students learn the difference between fact and opinion and support their opinions with evidence, demonstrating reasoning skills while considering multiple sources of information. By acquiring and applying a rich vocabulary, students, throughout Kindergarten to Grade 6, become flexible and precise communicators. They develop reading comprehension skills, which supports managing information, interpreting ideas and researching varied topics — all crucial skills for learning and studying in the secondary grades, at the post-secondary level, and in the world of work.

LITERACY PROGRESSIONS

AWARENESS:
Students develop awareness of the literacy skills required to engage in tasks or to make decisions.

RULES OF LANGUAGE:
Students use rules of language to acquire, construct, and communicate meaning.

ACQUIRE INFORMATION:
Students use efficient and effective strategies to acquire, evaluate, and ethically use information.

CONSTRUCT MEANING:
Students use efficient and effective strategies to construct meaning.

COMMUNICATE MEANING:
Students communicate to convey concepts, ideas, and understandings.

WHAT IS THE SCIENCE OF READING?

The Science of Reading is a comprehensive body of research that encompasses years of scientific knowledge, spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, neurology, and more. The Science of Reading has evolved from a wide span of research designs, experimental methods, participants, and statistical analyses. This conclusive, empirically supported research provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development.

Comprehension is the ultimate goal for reading.

Structured Literacy: What We Teach

- The SoR identifies five essential components that make up the Simple View of Reading. Structured Literacy incorporates all five:

    - Phonemic Awareness
    - Phonics
    - Fluency
    - Vocabulary
    - Comprehension
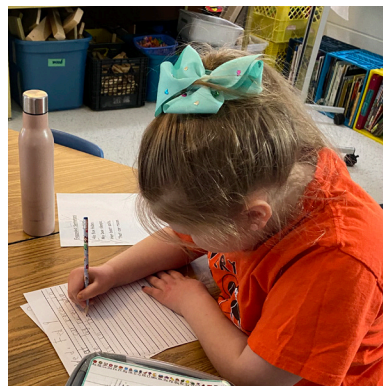
THE 5 PILLARS OF READING

PHONEMIC AWARENESS: "the ability to hear, identify, manipulate, and substitute phonemes – the smallest units of sound that can differentiate meaning – in spoken words" (Wierman, 2018)

PHONICS: "the ability to identify that there is a relationship between the individual sounds (phonemes) of the spoken language and the letters (graphemes) of the written language" (Tankersley, 2003)

FLUENCY: "the ability of readers to read the words in text effortlessly and efficiently (automaticity) with meaningful expression that enhances the meaning of the text (prosody)" (Rasinski, 2010)

VOCABULARY: "the meaning and pronunciation of words that we use in communication" (Tankersley, 2003)

COMPREHENSION: "the process by which we understand the texts we read" (Kirby, 2007)

TIER 4: Specialized services provided/directed by someone outside of the school or a reading specialist.

TIER 3: Programming **created for a specific student** to meet learning needs.

TIER 2: Targeted programming is **small group, or individual instruction** with classroom support.

Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Oral Language & Writing

COMPONENTS OF LITERACY INSTRUCTION

Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, Oral Language & Writing

COMPONENTS OF LITERACY INSTRUCTION

TIER 1:
Universal Programming is **whole class skill development and classroom instruction.**

PHONEMIC AWARENESS, PHONOLOGICAL AWARENESS

"Phonological awareness refers to the bigger "chunks" or "parts" of language. When we ask students to rhyme, blend small words to make a compound word, break words apart into syllables or onset-rime, we are working at the phonological awareness level. Phonological awareness can be thought of as a big umbrella with the bigger "chunks" of language being the top of the umbrella. "
  - *Marjorie Bottari, 2020*

"Phonemic awareness is the understanding that spoken words are made of individual sounds called phonemes. A phoneme is the smallest unit of sound we hear in a word. Phonemic awareness falls underneath the umbrella as a sub-category of phonological awareness."
  - *Marjorie Bottari, 2020*

PHONEMIC AWARENESS
- Main focus is on phonemes or sounds
- Deals with spoken language
- Lessons are auditory
- Students work with manipulating sounds in words
- Lessons are auditory
- Students work with manipulating sounds in words

  - *Heggerty, 2020*

CONSIDERATIONS FOR IMPLEMENTATION
- Daily opportunities for students to use and reuse the language to explore spoken language
- Precise modeling of letter sounds by the teacher
- Design tasks to include such experiences as, singing songs, tongue twisters, poetry, games, read alouds, dialogic discussions, repeated readings, gross motor connection
- Recognizing which words in a set of words begin with the same sound
- Isolating and saying the first or last sound in a word
- Combining, or blending the separate sounds in a word to say the word
- Breaking, or segmenting a word into its separate sounds
- Lesson design includes gradual release of responsibility
- Use of visuals such as sound walls

UNIVERSAL PROGRAMS:

Phonemic Awareness:
- Gr 1 George Georgiou Reading Program
- Heggerty Programs K-5
- Whole Hearted Teaching *(Teachers Pay Teachers)*

Programs that teachers use should be systematic and explicit. This needs to be daily instruction!

TIERS 2 & 3:

Phonemic Awareness:
- Gr 1 George Georgiou Reading Project
- Bridge the Gap
- Empower
- Primary Extension Curriculum
- Reading Intervention Lessons: A Guide to Systemic Phonics Instruction *(Small Group - Tier 2)*

Resources:
- Decodable Readers
- Reading Rockets
- Flyleaf

Division Programs by George Georgiou:
- Best Practices in Reading

Phonics is the ability to identify that there is a relationship between individual sounds (phonemes) of the spoken language and the letters (graphemes) of the written language.

PHONICS

- Main focus is on graphemes or letters and their corresponding sounds
- Deals with written language and print
- Both visual and auditory
- Students work with reading and writing letters according to their sounds, spelling patterns, and phonological structure

- Heggerty, 2020

CONSIDERATIONS FOR IMPLEMENTATION

Phonics instruction meets the decoding needs of early readers and can be an intervention for older students:

- Daily explicit instruction and application of sound/symbol connections and alphabetic principle
- Hands-on materials for student use, such as Elkonin *(sound)* boxes or letter tiles
- Opportunity to read decodable books as part of each phonics lesson design
- Reading and spelling of disciplinary vocabulary using syllables when reading multisyllabic words
- Use of a clear scope and sequence that includes the following progression of skills:

UNIVERSAL PROGRAMS:

Phonics:

- Gr 1 George Georgiou
- The Phonics Companion (K-3) by George Georgiou & Kristy Dunn
- Heggerty
Lucy Calkins Phonics
Abracadabra

Programs that teachers use should be systematic and explicit. This needs to be daily instruction!

TIERS 2 & 3:

Phonics:

- Gr 1 George Georgiou Reading Project
- Bridge the Gap
- Empower
- Best Practices in Reading
- Reading Intervention Lessons: A Guide to Systemic Phonics Instruction *(Small Group - Tier 2)*

- Decodable Readers
- Reading Rockets
- Companion Reading
- Flyleaf

FLUENCY

Fluency is the ability to read a text accurately, smoothly, quickly, and with expression. There are two types of Fluency-oral fluency and silent reading fluency. Silent reading tends to be a better method of assessing reading comprehension, while oral reading provides important information about the readers proficiency in apply reading strategies *(Johns & Lenski, 2001).* **Fluency develops over time with practice.** A fluent reader reads effortlessly, uses expression, and can read and recognize words quickly. Students who read fluently have developed automaticity *(Samuels, 1994)* and understand how to group words quickly to gain meaning from the text. When students possess automaticity, they do not have to attend to the task of decoding and can focus their energies on comprehension. Fluent readers use decoding skills to move quickly through the material to achieve comprehension. Fluent readers have a good knowledge of vocabulary and good word identification skills. In addition, fluent readers can make connections between the test and their own background knowledge. *(Armbruster, Lehr., &Osborn, 2001).*
- *Tankersly, K., 2003*

ESSENTIAL COMPONENTS

- Each student is engaged in reading materials at his or her instructional level
- Each student is regularly engaged in writing
- Each student spends time working in developmentally appropriate word study activities

- *Zutell et. al., 2012, p. 313*

CONSIDERATIONS FOR IMPLEMENTATION

- Model fluent reading, using both examples and non-examples, while reading grade level text
- Provide assisted reading through: paired, choral, and echo reading; listening to recorded readings
- Wide and varied reading practice: re-reading of complex texts, independent reading, and performance reading such as rehearsed scripts, poetry, songs, or speeches

---

UNIVERSAL PROGRAMS:

- Read Alouds
- Shared Reading
- Choral Reading

HIGH FREQUENCY SIGHT WORDS FROM NEW LEARN ALBERTA:

- First 10 - Kindergarten
- First 125 - Grade One
- First 300 - Grade Two
- First 300 - Grade Three
- REWARDS

TIERS 2 & 3:

Sight Words:

- Understood.org
- Sightwords.com

Fluency:

- Reading Rockets
- Scholastic
- Threads of Reading
- Literacy Strategies for Grades 4-12

LEARN MORE:

Fluency:

- Precision Reading
- Raz-Kids Fluency
- REWARDS

VOCABULARY

Vocabulary consists of the words that we understand and can actively listen to, speak, read, or write. Vocabulary is the meaning and pronunciation of words that we use in communication. It is simply the number of words that we understand or can actively use to listen, speak, read or write.

Each person has four different vocabularies, listening, speaking, reading, and writing. An individual's listening vocabulary is the largest and first to develop, followed by the speaking or oral vocabulary. The reading vocabulary is third to develop, followed by our writing vocabulary. Vocabulary knowledge has a direct relationship to background knowledge and high-level comprehension and processing. The ability to infer or retain new words is strongly dependent on the individuals background knowledge or other words and concepts in the content area.

WORD TIER 1:

- These are the **most basic words.** They make up the vast majority of words we use in conversation.

WORD TIER 2:

- These words are **commonly used** within quality children's literature or across domains in academic text.

WORD TIER 3:

- These are **specific technical words.** These words are much less frequent than Tier 1 and Tier 2 words, and are likely related to specific academic content areas.

TEACHING VOCABULARY IN THE CLASSROOM
Having an effective vocabulary development program for students in **grades 4-12** should include three main strategies:

1. Promoting broad and intensive reading and oral discussions;
2. Encouraging students to experiment with words;
3. Explicitly teaching word meanings and word-learning strategies.

- Three Routes to Word Learning:
  - *Direct Instruction - still need direct instruction in high school*
  - *Learning from context - Using context cues in listening/ reading; Students may need to be taught how to use context*
  - *Morphological analysis - Students know how to use knowledge of word structures to figure out meaning*

UNIVERSAL PROGRAMMING AND TIERS 2 & 3:

- Morphology
- Embedded in District Intervention Programs
- Flyleaf
- Structured Word Inquiry *(Peter Bowers)*
- REWARDS
- Empower
- Units of Study in Reading & Writing *(Lucy Calkins)*

LEARN MORE:

- Teaching Morphology Resource Kit
- Morphology PD for Schools
- Morphology
- Structured Word Inquiry
- Literacy Strategies for 4-12
- Threads of Reading
- Morpheme Magic
- Word Connections

VOCABULARY FOR ENGLISH LANGUAGE LEARNERS

"Strong language skills are essential for both social and academic development. Language encompasses different types of knowledge *(e.g., phonology, syntax, and semantics)* that must be explicitly taught to ELL students. However, more attention and effort should be put into teaching vocabulary for two reasons.

First, vocabulary knowledge is a moving target, which means that we are constantly adding new words to our mental dictionary. If we do not provide direct, extensive, and consistent vocabulary training to ELL students, the gap between them and their native English classmates may widen. Second, vocabulary is a foundational skill for literacy growth and a major predictor of ELLs' reading comprehension."

  - *August & Shanahan, 2006*

Transcend the Words

The following are evidence-based practices to effectively teach vocabulary to ELLs:

- **Make vocabulary learning meaningful.** Words with a high affective value or introduced through rich and varied contexts are more easily learned *(Barr et al., 2012).* In addition, teachers should link the new vocabulary with the student's background knowledge *(what do they already know about the topic?).*

- **Help them establish rich semantic connections.** ELLs benefit from creating semantic mappings, categorizing words into subgroups *(e.g., actions, tools, moods),* and building vocabulary depth by analyzing possible synonyms and antonym.

- **Implement personalized dictionaries or word banks.** This strategy is more beneficial when a friendly definition is provided. Better yet, allow the student to explain or write the definition in their own words, including sentences that contain the target word.

- **Teach them to analyze word structure to figure out possible meanings.** This includes teaching how to identify prefixes, suffixes, and root morphemes. For example, the word unpredictable contains the prefix un, the suffix able, and predict can be derived into predictable and prediction. Find out more about teaching children to think and investigate how words are formed in the *Structured Word Inquiry* link in the *Learn More Resources* and look at a sample lesson from this approach in the *Handy Hints.*

- **Teach academic language.** While younger and newly arrived ELLs need to learn the basic vocabulary for daily use, more experienced ELLs need to learn general-purpose academic words. These words are often neglected from vocabulary instruction because we usually focus on topic-related words *(e.g., scientific or technical words).*

However, academic words appear frequently in school texts, but they do not belong to a particular subject *(e.g., analyze, explore, absorb, and arrange).* A teacher may assume that these words are familiar to most students, but this is often not the case for ELL students, even if they have been instructed in an English-only program for a long time. Links to vocabulary word lists for ELLs can be found in the *Learn More Resources* section of this chapter.

- **Finally, teachers should make use of extra linguistic resources to reinforce vocabulary learning.** These may include visual images, gestures, or even acting the word.

  - *Romero, S. (2022). Inclusive Ways to Support English-Language Learners. In D.V. Hayward (ed.). Other Ways of Seeing Inclusive Education. Dubuque, IA: Kendall/ Hunt Publishing*

COMPREHENSION

Language Comprehension
| Background Knowledge
| Vocabulary Knowledge
| Language Structures
| Verbal Reasoning
| Literacy Knowledge

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Increasingly Strategic

Word Recognition
| Phonological Awareness
| Decoding (and Spelling)
| Sight Recognition

Increasingly Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy.* NY: Guilford Press.

Note: The image, used with permission from the author, first appeared in Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97-110). Guilford Press.
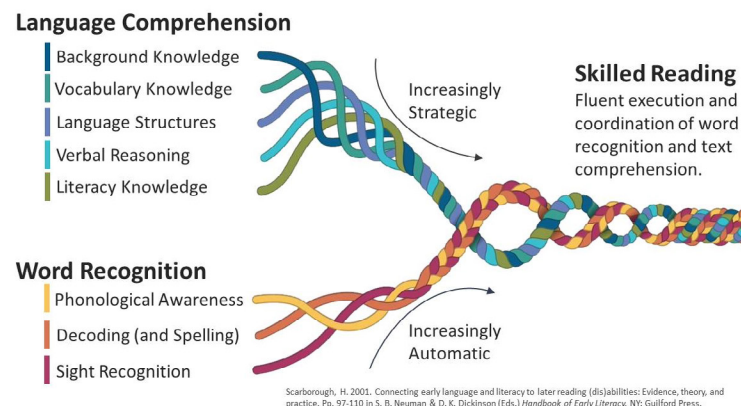
Scarborough's Reading Rope explains how reading happens in more detail. This model depicts two strands, language comprehension and word recognition. Within each strand, individual skills are broken into threads that define the strands. The model provides a visual reminder of the complex components for reading and the skills that need to weave together for a student to become a skilled reader.

Click the image to enlarge.

CONSIDERATIONS FOR IMPLEMENTATION

- Activate and build background knowledge by using pre-reading provocations and connections

- Re-tell and summarize throughout reading

- Annotate texts with connections, wonderings, paraphrases/summary of main points

- Provide many opportunities for students to discuss texts and ideas before, during, and after reading: think alouds, partner reading, reciprocal teaching, jigsaw, think/pair/share, Socratic seminars

- Concept and story mapping

UNIVERSAL PROGRAMS:

- Guided Reading (ie. Scholastic, etc.)
- Units of Study in Reading
- Units of Study in Writing
- Guided Reading VIDEO
- CommonLit - Novel Studies
- Book Clubs

TIERS 2 & 3:

- Read Theory
- Vocabulary.com
- CommonLit
- Reading Rockets
- REWARDS
- Empower Comprehension Reading
- Companion Reading
- Laubach Reading

READING COMPREHENSION IS DEPENDENT ON THREE FACTORS:

1. The reader must have command of the **linguistic structures** of the text.

2. The readers must be able to **monitor and reflect** on their own level of understanding while reading the material.

3. The reader must have adequate **background in the content and vocabulary** being presented.

- Adapted from Tankersley, 2003

"Oral language skills are involved in virtually every aspect of a [student's] school day. From socializing with peers at drop-off, to understanding instructions from educators and participating in classroom activities, oral language skills are at the centre of every interaction and profoundly impact success in school"
 - *Foorman et al., 2015; Ladd et al., 2012; Rubin et al., 2012, as cited by Bardell & Archibal, 2020*

Moats *(2020)* defined oral language as encompassing phonological skills, syntax, morphological skills, pragmatics and semantics. The acquisition of these skills often begins at a young age, before students begin focusing on print-based concepts. In this document, the term oral language will focus on language in its naturalistic form, which includes the understanding and use of spoken language and its connection to background knowledge. Although oral language is often inherent, it continues to evolve as students are supported in a variety of learning experiences.

To support the understanding of this terminology, each of these language components are defined as follows:

- Morphology refers to morphemes, the smallest units of meaning in language, such as the "ed" in walked tells us it is something that happened in the past, and how they are combined to form words.

- Semantics refers to the meaning of words and phrases, including vocabulary knowledge.

- Syntax, sometimes simply referred to as grammar, is the set of rules that dictate the ways in which words and phrases can be combined into sentences and paragraphs. It is essential to use correct syntax in order to communicate messages that are meaningful and easy to understand.

- Pragmatic refers to the social use of language. This includes a variety of social norms regarding how to participate in communication including how to take turns in a conversation, interact in a group, maintain personal space, and use appropriate behaviour with different communication partners or in different settings.

CONSIDERATIONS FOR IMPLEMENTATION

- Think-Pair-Share

- Discussion and questioning

- Dialogic discussion

- Provide wait time

- Model and explain complex vocabulary and syntax within classroom discussions and read alouds

- Opportunities for reciprocal teaching

- Ask and encourage open-ended questions

WRITING

Writing needs to be taught like any other basic skill, with explicit instruction and ample opportunity for practice. Students need time for daily writing and writing instruction.

"Writing is a complex task, involving ideas, language, words, spelling and transcribing or selecting letters. We need to teach all of these skills – and eventually students need to be able to do all of these, within the one task, to become writers." - *ERLC, 2016*

"Literacy knowledge, vocabulary, background knowledge of facts and concepts can be explicitly taught through writing instruction. Both language structure and verbal reasoning can be found in a solid grammar and mechanics approach." - Dea Auray, 2020

BENEFITS OF WRITING

"Writing allows students to:

• Attend closely to letters and letter/sound relationships

• Slow down the process of message construction and examine how ideas relate to each other

• Learn to read through writing

• Learn to speak by writing

• Gain fluency in recording and revising their ideas

• Gain confidence in communicating ideas to others

• Develop skills to independently write a wide variety of texts for real purposes on topics of interest"

- ERLC, 2016

HOW TO TEACH WRITING:	UNIVERSAL PROGRAMS:	TIERS 2 & 3:	
• Writers Workshop • Mini-Lesson • Shared Writing • Independent Writing • Teacher Conferencing • Author's Chair • Publishing	• Units of Study in Writing *(Lucy Calkins)* • Journals	• Writers Workshop	

REFERENCES

Alberta Education. (2022). Literacy. Government of Alberta. Retrieved March 17th, 2022
from **New LearnAlberta | English Language Arts and Literature**

Bottari, M., 2022. *Phonemic Awareness.* [online] Heggerty. Available at:
<**https://heggerty.org/blog/phonological-awareness-and-phonemic-awareness/**> [Accessed 5 April 2022].

Bowers, P. N., Kirky, J.R., & Helene Deacon, S. May 5, 2010; The effects of morphological instruction on Literacy Skills.
Review of Educational Research; 80; 144. Retrieved from **http://files.realspellers.org/PetesFolder/Articles/Bowers_Kirby_Deacon_2010.pdf**

Dodyk, S., 2022. *Transcend the Words.* [online] Transcend the Words. Available at:
<**https://www.transcendthewords.com/**> [Accessed 5 February 2022].

Dunn, K., Frick, A., Georgiou, G., & Weinbeer, C. (2019). *Best Practices in Phonological Awareness and Phonics Instruction Guide for Teachers.* University of Alberta, Edmonton, Alberta.

Dunn, K. & Georgiou, G. (2021). *Reading intervention lessons: A guide to systematic phonics instruction.* Alberta Education.

Dunn, K., Georgiou, G., Bussiere, L., McLean, S., Savage, R., & Parrila, R. (2021, July). *Has parents' teaching during COVID-19 school closures influenced their children's reading performance?* Session presented at the 28th Annual Society for the Scientific Study of Reading Virtual Conference, Lancaster, UK.

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: **http://whatworks.ed.gov**.

Fry, E. (1980). The new instant word list. The Reading Teacher, 34(4), 284-289.

Fry, E. **Heggerty Phonological & Phonemic Awareness by Literary Resources**, & Kress, J. E. (2006).
The Reading Teacher's Book of Lists (5th ed.). San Francisco, CA: Jossey-Bass.

Heggerty, M. (2020). *Phonemic Awareness.* Literacy Resources.

Moats, L.C. (2010). Speech to Print: Language Essentials for Teachers, 2nd Edition. Baltimore: Paul Brookes Publishing. Tankersley, K., 2005. *Literacy strategies for grades 4-12.* Alexandria, VA: Association for Supervision and Curriculum Development.

Romero, S. (2022). Inclusive Ways to Support English-Language Learners. In D.V. Hayward (ed.). Other Ways of Seeing Inclusive Education. Dubuque, IA: Kendall/Hunt Publishing.

Savage, R., Georgiou, G., Parrila, R., & Maiorino, K. (2018). Preventative reading interventions teaching direct mapping of

Tankersley, K., 2003. *Threads of reading.* Alexandria, Va: Association for Supervision and Curriculum Development, pp.52-56.

Tankersley, K. (2005). *Literacy strategies for grades 4-12: Reinforcing the threads of reading.* Association for Supervision and Curriculum Development.