

Acknowledgement

Éy swáyel. We acknowledge that the Abbotsford School District is located on the traditional territory of the Stó:lō people, the Semá:th and Mathxwí First Nation. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada, and we accept responsibility as a public educational institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching and community engagement.

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Vision, Beliefs, and Purpose

Vision

Literacy is a lifelong journey. Being literate means having the capacity to engage with language, text and communicate across diverse contexts. It is more than decoding words, it is about understanding, having yourself understood, making meaning, and building connections to self, community, and the world.

Beliefs

We believe that every student is unique and possesses their own strengths, experiences, interests, and range of background knowledge. By fostering collaboration, tailoring instruction, and continuously evaluating progress, our goal is to nurture literate individuals who feel empowered to navigate challenges, advocate for themselves, and make meaningful contributions to their communities.

We believe that students become literate through:

- Explicit and systematic instruction
- Immersion in language, reading, writing, and critical thinking
- Active engagement in experiences fostering the development of background knowledge
- Equitable access to a variety of learning materials and responsive support

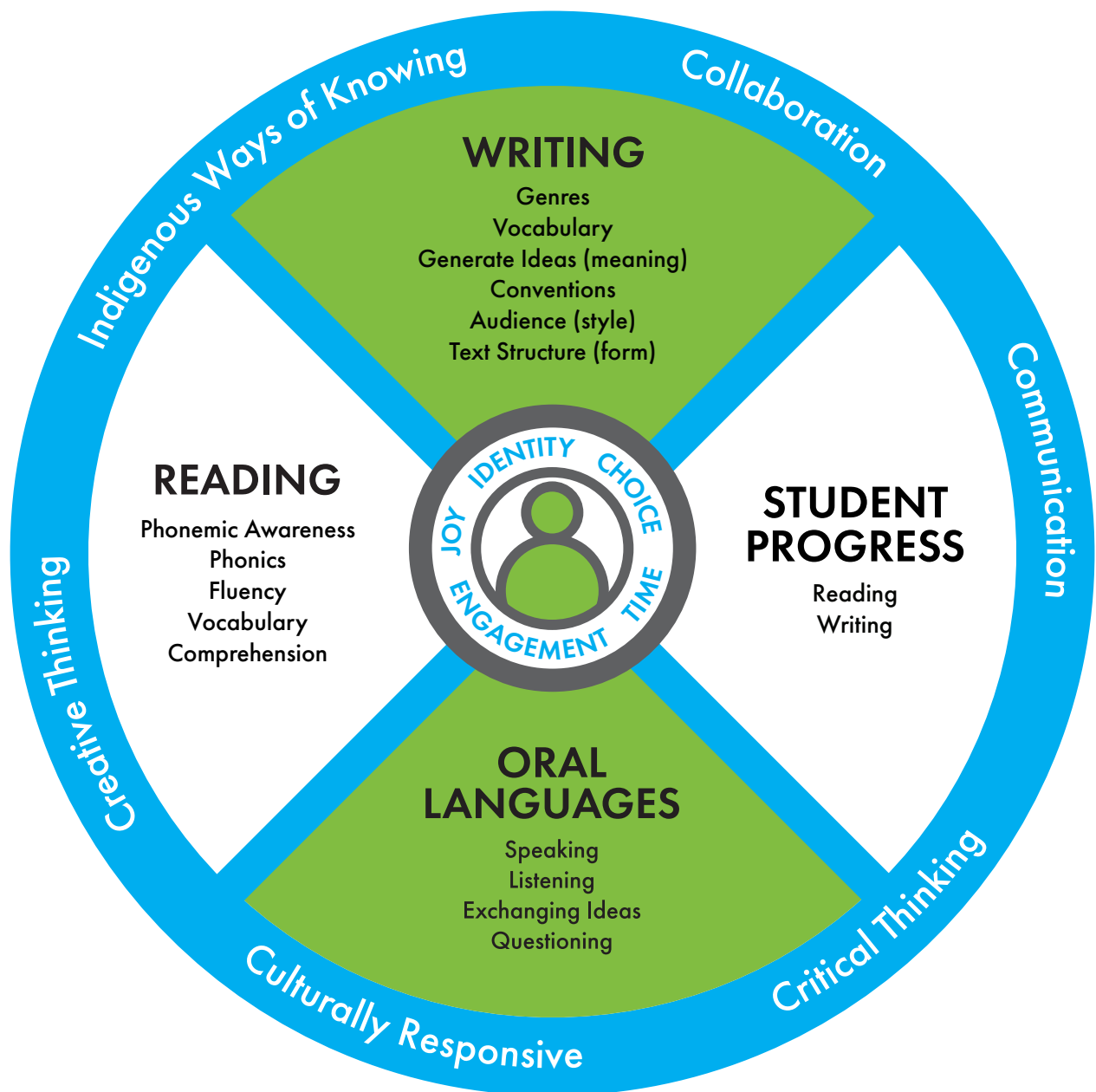
Purpose

This framework aims to foster discussions among teachers about literacy, instructional practices and best practices in literacy instruction. It provides guidance for comprehensive, robust literacy programs and is intended for various stakeholders, including teachers, administrators, and district leaders. It's purpose it to facilitate conversations around student learning and how to support literacy in the classroom.

LITERACY FRAMEWORK

Vision:

Literacy is a lifelong journey. Being literate means having the capacity to engage with language, text and communicate across diverse contexts. It is more than decoding words, it is about understanding, having yourself understood, making meaning, and building connections to self, community, and the world.



The Research on Literacy

This framework draws upon extensive scientific research to understand how reading skills develop and how to optimize teaching for the greatest success among all learners.

We focused on the 5 Critical Components of Reading, which are woven into the Active View of Reading, Scarborough's Rope, and the Simple View of Reading.

Simple View of Reading

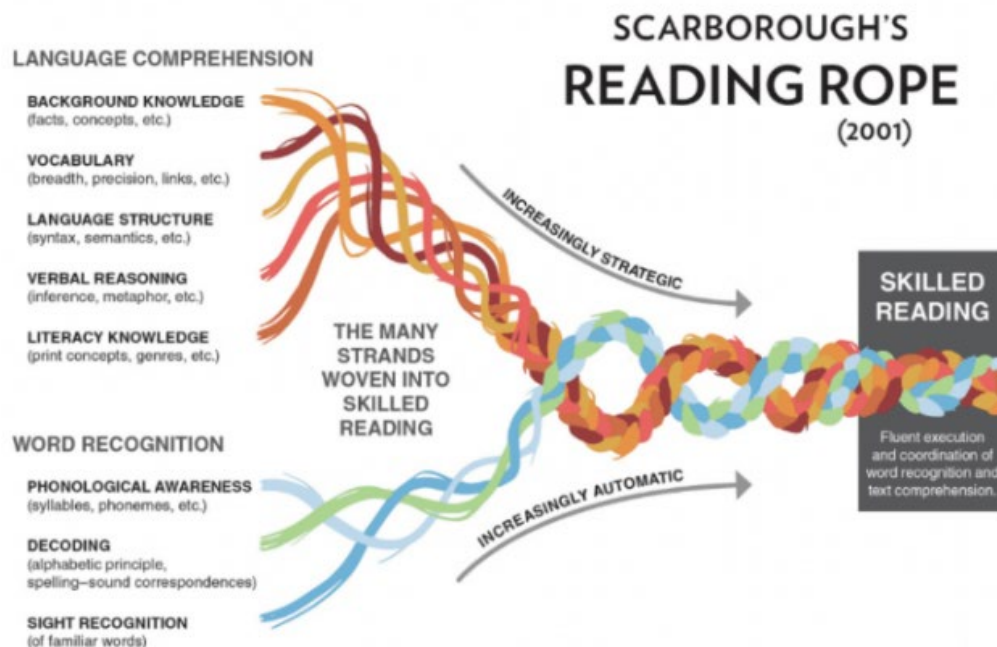
This theory helps educators understand that the product of word recognition and language comprehension equals reading comprehension.



<https://www.waterford.org/education/simple-view-of-reading/>

Scarborough's Reading Rope

Developed in 2001 by Hollis Scarborough the reading rope unpacks the skills students need to be skilled, proficient readers. The tighter the strands are woven the more proficient a student is at reading.



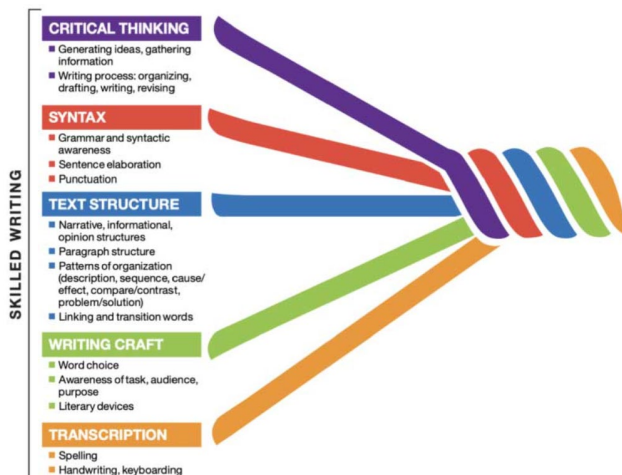
The Active View of Reading

The active view of the reading model extends the simple view by incorporating a connection between decoding and language comprehension. Additionally, it introduces self-regulation skills that readers employ to monitor their reading process. Self-regulation involves neurocognitive skills such as attention, planning, organization, strategic thinking, and memory related to reading.



Sedita's Writing Rope

Following from the research done on the reading rope, the writing rope helps educators understand the components of skills writing. The tighter the strands of the writing rope are woven the more proficient a student is a writing.



<https://heggerty.org/blog/the-writing-rope-book-club/>

Oral Languages

Oral language is the system of using spoken words to express knowledge, ideas, and feelings. These skills form the foundation of literacy. A solid foundation in oral language helps children become successful readers and good communicators, increases confidence and develops a sense of well-being. A student's ability to use oral language effectively impacts all areas of their life, from learning in the classroom and building relationships with others to academic successes and their sense of self. Oral language is made up of many different components: phonological skills, pragmatics, syntax, morphological skills, and vocabulary. Time needs to be spent developing these components for students to be successful in language development, reading and writing. Oral language includes the following areas:

- Speaking
- Listening
- Exchanging Ideas and Information
- Questioning

How to...

- Whole Group Instruction
- Small Group Instruction
- Communicative Tasks
- Language Production
- Feedback

Supporting Resources/Routines/Strategies:

- Conversation Supports: Story Champs, visual cards, board games
- Language Production: Talk Read Talk Write, Think Pair Share, QSSSA
- Linguist Supports: sound walks, word maps, sentence stems
- Multi-modal: video clips, audio clips, songs, poems
- Professional Readings: Strive for 5 Conversations, 7 Steps to a Language Rich Interactive Classroom

Speaking is one way that teachers can promote the development of oral language skills, provide opportunities for oral expression and encourage children to participate in meaningful conversations. It's essential to use advanced vocabulary, ask thought-provoking questions, and take turns during informal interactions, such as nut break, lunch, recess, or playtimes. Interactive read-aloud and discussing books are effective manners for nurturing oral language abilities in the classroom.

Listening involves receiving, interpreting, and responding to spoken and nonverbal messages. Students listen to understand information, evaluate messages, empathize with others' feelings,

or appreciate performances. Listening plays a critical role in language acquisition for students and in their ability to develop language proficiency.

Exchanging Ideas involves both listening and speaking. This is a deeper thinking aspect of oral language. The ability to listen, process what is being said, and contribute to discussions is an integral part of exchanging ideas, opinions, and feelings. Students need to be provided with extensive modelling of this skill and time to practice it in a meaningful manner. Exchanging ideas also involves listening and contributing to discussions, responding respectfully, contributing to discussions, and working collaboratively to create a final product.

Questioning can deepen students' understanding and thinking on a topic. Open-ended questions can stimulate peer discussions and creative and critical thinking and encourage students to learn from others and expand their thinking. Closed-ended questions can quickly check comprehension by simply asking yes or no questions or agree/disagree questions. Through questioning, students can also ask and respond to each other's questions and hold conversations. Teachers need to be sure to provide enough time for students to reflect and then respond to questions.

Whole Group instruction and discussions allow students to hear languages being spoken with fluency and expression. Teachers model sounds, vocabulary, and language structures for students, giving them time to practice what they are learning. This can be done through read-aloud, oral storytelling, poems, chants, and songs.

Small Group instruction and discussions are the ideal time for students to build their confidence in using vocabulary, practicing spoken language and interacting with peers in a comfortable setting.

Communicative Tasks provide time for students to practice speaking skills. These tasks include think/pair/share, circle, reader's theatre, presentations, creating a video, and speeches.

Assessing Language production and interactions provides support for students when speaking or listening. These supports could include visuals, gestures, manipulatives, facial expressions, and vocabulary/sentence frames.

Feedback and opportunities to practice are critical for students to develop oral language skills. This will help students to reinforce pronunciation and new vocabulary. This can be done through role play, skits, games and guided play opportunities.

Reading

Reading is a complex skill. It involves taking letters and symbols on a page and making meaning of them to be able to understand what is being read. This complex skill develops over time, with explicit and structured instruction at all levels. For students to be proficient readers, we need to build their knowledge and understanding in the following areas:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

How to...

- Whole Group Instruction
- Small Group Instruction
- Read Aloud

Supporting Resources:

- Heggerty
- UFLI
- Morpheme Magic/Morphemes for Little Ones
- Mega Book of Fluency
- Morphemes for Littles/Morpheme Magic
- Comprehension Toolkit
- Adrienne Gear: Reading Power, Non-fiction Reading Power, Powerful Understanding,

Phonemic Awareness falls under the phonological awareness umbrella. It is a subset of phonological awareness and needs to be explicitly and systematically taught to students. Phonemic awareness is the ability to notice, work with and think about the individual phonemes (sounds) in spoken words. Phonemic awareness includes blending sounds into words, segmenting words into sounds, and deleting and manipulating sounds.

Phonics instruction involves matching the sounds of spoken English to the individual letter or letter combinations that make that sound. This instruction needs to be explicit and systematic. As students' progress through the grades, the complexity of the letter combinations becomes more intricate. This understanding of the letter combinations makes reading and writing tasks easier for students to complete.

Fluency is the ability to read with the appropriate rate, expression, accuracy, and automaticity. Its importance lies in its role as a foundation for effective reading comprehension. Fluent reading helps to build stamina, and this automatic word recognition allows attention to be

directed toward understanding the text and connecting its ideas to students' background knowledge.

Vocabulary refers to understanding words during reading. It encompasses various aspects, including knowledge of word structure (morphology), understanding of word meanings in context (semantics), familiarity with their usage (grammar), and recognition of connections between words (word/semantics relationships).

Comprehension is the understanding and interpretation of what is read. It is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are purposeful and active and have the skills to absorb what they read, analyze, make sense of, and make it their own. To be able to accurately understand written material, children need to be able to (1) decode what they read, (2) make connections between what they read and what they already know, and (3) think deeply about what they have read. Comprehension involves explicit instruction in activating and using background knowledge, generating and asking questions, making inferences, predicting, summarizing, visualizing, and monitoring comprehension.

Whole Group Reading Instruction consists of explicit instruction of a reading skill/strategy in a mini-lesson to the whole class at the same time. After further guidance and practice, students will apply the concept to their independent reading. Whole group instruction is important as it enables instruction and modelling of concepts for all students, instruction time is more focused, provides students with a good introduction and the foundational knowledge of the skills that individualized practice can enhance, builds classroom community, and fosters oral language and fluency. Within whole-class instruction, comprehension strategies or skills are introduced, practiced or reviewed at the same time with the entire class. Through the gradual release model, students receive direct instruction and modelling of a strategy, then work with the strategy through guided practice with the support of the teacher and continue to develop their skill all the way through to the application of the strategy in their independent reading.

Small Group Reading Instruction promotes quality reading instruction and practice for all students. It is important because it reinforces skills and concepts and allows teachers to weave skills together at a level each student can manage. Students take more risks, build confidence, and there is increased student engagement.

Independent reading allows students to read and enjoy books of their choosing with minimal to no assistance from adults. Through independent reading, students can develop their personal taste in reading materials, practice and develop their reading skills, strategies, habits, and attitudes, and build their reading stamina.

Read aloud is powerful because it addresses many instructional purposes. They can be used to model and share the pure enjoyment of books and can also be used to model and teach. There

are 3 types of read-aloud: **traditional read-aloud** (grabbing a book and sharing it with students without a curricular objective or learning target), **interactive read-aloud** (the book being shared has a clear instructional purpose and predetermined spots to stop, reflect and engage in discussions) and **shared read aloud** (students join in or share the reading of a common book or other text while guided and supported by a teacher). They can be used to enhance classroom community, expand knowledge, language, and vocabulary, promote active listening, encourage deeper thinking and promote student confidence in reading.

Writing

Writing is a form of communication that uses a set of symbols and rules to encode aspects of spoken language. Many skills and thinking processes need to work together to produce effective, expressive writing. There are different types of writing instruction, and each has a different purpose. The purpose needs to be clear before beginning a lesson. The writing process is divided into four steps: *prewriting, drafting, revising/editing, and publishing*. *The various aspects of writing that need to have explicit instruction include:*

- Generating Ideas (meaning)
- Conventions
- Audience/Style (includes vocabulary/ word choice)
- Text Structure (form)
- Genre Writing

How to...

- Whole Class
- Small Group
- Independent Writing

Supporting materials

- Story Champs
- Printing Like a Pro
- Story Workshop
- PM Writing
- Adrienne Gear: Writing Power, Powerful Writing Structures, Non-Fiction Writing

Generating ideas in writing is vital to student success as writers. Students need to be provided with the time and space to come up with ideas on topics that are of interest to them to write about. With this in mind teachers can help students generate ideas through brainstorming, making lists, using images and online pictures, providing purposeful talk time, using story workshop provocations, and using mentor books.

Conventions in writing are the rules students must follow when doing any kind of writing. These conventions include aspects such as spelling, punctuation, handwriting and capitalization. They also include more complex language features such as word order, verb tenses and subject-verb agreement. In addition to general writing conventions, certain genres have specific rules and principles that guide them.

Audience/Style needs to be taken into consideration when students are writing. Writing is a powerful skill that can help students communicate ideas, persuade readers and express themselves. Style encompasses elements of writing such as figurative language, rhetorical

devices and transitions. The purpose of teaching different writing styles is to enhance student writing and to help them speak to the audience. A focus on vocabulary development and word choice can impact student writing and make it more interesting and powerful.

Text Structures are unique to writing, but they support both reading and writing comprehension. It essentially refers to the framework that shapes and organizes the ideas in a piece of writing. It can help students focus on essential concepts, monitor their understanding, and summarize. To effectively teach text structure, time needs to be spent looking at different examples of writing, using graphic organizers, and honing in on transition words.

Genre describes categories of written texts with *recognizable patterns, syntax, techniques, and/or conventions*. The five main types of writing are **expository, persuasive, narrative, descriptive, and creative**. Each writing genre has its own unique purpose and requires different skills.

Whole Class Writing instruction encompasses a range of teaching practices such as modelled writing (where the teacher generates the ideas and does the writing but shares the process of writing with students), shared writing (where teacher and students are writing together, in a 'write aloud' and teacher is scribing, prompting, questioning and supporting students as they contribute ideas to the writing – the pen is *always* in the hand of the teacher), and interactive writing (the teacher and students jointly compose a text, sharing the responsibility of scribing). These all provide students with the opportunity to see the various stages of writing and to develop different aspects of writing. The lessons during whole class instruction focus on developing ideas, form, conventions, and style. These lessons can also be reinforced during small group instruction. By using rich, authentic mentor text, teachers can provide students with examples of finished writing and help spark ideas for student writing.

Small Group Writing can be accomplished through conferring with students and using the writer's workshop model (a consistent time in the class that focuses on improving student writing through mini-lessons, independent writing and sharing of writing). Small groups provide students with the chance to connect with their peers, share their writing and ideas with others in the class and get feedback on their writing. This also allows teachers to involve students in focused and scaffolded writing experiences. Teachers can also use this time to check students' understanding of the ideas presented in the whole group writing lesson.

Independent Writing time needs to be provided to students daily. This uninterrupted writing time allows students to practice the craft of writing and committing their ideas to paper.

Student Progress

Assessment is a key component of learning because it helps students learn and guides teachers' instructional decisions. When students can see how they are doing in a class, they can determine whether or not they understand course material and set learning goals. Assessment can also help motivate students. Assessment informs and guides teachers' instructional decisions by providing evidence of students' knowledge and understanding. To plan effective instruction, teachers need to know what the student misunderstands and where the misconceptions lie.

There are 2 key types of assessment: formative assessment (assessment FOR learning), which is ongoing and allows teachers to monitor student learning/progress regularly and modify their teaching based on what the students need to be successful, and summative assessment (assessment OF learning) which is mainly done at the end of a task, unit of work etc. and is a snapshot in time designed to provide evidence of learning to the teacher and student.

Assessments used in the Abbotsford School District include:

- Kindergarten Literacy Assessment
- Grade 1 Reading Assessment
- Grade 2+ Reading Assessment
- Vernon Whole Class Reading Assessment
- PM Benchmark

[Kindergarten Literacy Assessment](#) is a collection of formative and summative assessments that have been collated by Abbotsford helping teachers and Kindergarten teachers.

[Grade 1 Reading Assessment](#) is a collection of formative and summative assessments collated by Abbotsford's helping teachers and Grade 1 teachers.

[Grade 2+ Reading Assessment](#) is a collection of formative and summative assessments collated by Abbotsford helping teachers and Grade 2+ teachers. Some portions of this assessment are to be completed on an as-needed basis.

[PM Benchmark](#) is a literacy assessment that provides teachers with running records to assess accuracy, fluency, and comprehension. The information provided in this assessment is to inform teaching practice, lesson planning, grouping students with similar reading needs, and tracking student growth.

[Vernon Whole Class Reading Assessment](#) is a literacy assessment that can provide teachers with running records to assess comprehension, fluency, and accuracy. The information provided can guide teachers in their small group reading instruction with strategies to focus on vocabulary building and understanding main ideas in nonfiction text.

Assessments at a glance

Assessment	Phonics	Phonological Awareness	Encoding	Writing	High Freq. Words	Comprehension	1:1/Whole Class
K literacy Assessment	✓	✓	✓	✓	✓	X	1:1
Gr 1 Reading Assessment	✓	✓	✓	✓	✓	X	1:1
Gr 2+ Reading Assessment	✓	✓	✓	✓	✓	X	1:1
PM Benchmark	X	X	X	X	X	✓	1:1
GB+ (FI)	X	X	X	X	X	✓	1:1
Vernon WCRA	X	X	X	X	X	✓	Whole Class
RELI (FI)	X	X	X	X	X	✓	Whole Class

Abbotsford School District Literacy Assessment Calendar

Kindergarten to Grade 5

SEPTEMBER – NOVEMBER		
	All students	Some students
Kindergarten	<ul style="list-style-type: none"> K-3 screener K Assessment 	
Grade 1	<ul style="list-style-type: none"> K-3 screener PM Benchmark Gr. 1 Reading Assessment 	
Grade 2	<ul style="list-style-type: none"> K-3 screener PM Benchmark Gr. 2+ Reading Assessment 	
Grade 3	<ul style="list-style-type: none"> K-3 screener PM Benchmark Gr. 2+ Reading Assessment 	
Grade 4	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> PM Benchmark Gr. 2+ Reading Assessment
Grade 5	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> PM Benchmark Gr. 2+ Reading Assessment

JANUARY - MARCH		
	All students	Some students
Kindergarten	<ul style="list-style-type: none"> K Assessment 	
Grade 1	<ul style="list-style-type: none"> PM Benchmark (ongoing) 	<ul style="list-style-type: none"> Gr. 1 Reading Assessment
Grade 2	<ul style="list-style-type: none"> PM Benchmark (ongoing) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment
Grade 3	<ul style="list-style-type: none"> PM Benchmark (ongoing) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment
Grade 4	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> PM Benchmark Gr. 2+ Reading Assessment
Grade 5	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> PM Benchmark Gr. 2+ Reading Assessment

MAY - JUNE		
	All students	Some students
Kindergarten	<ul style="list-style-type: none"> K Assessment 	
Grade 1	<ul style="list-style-type: none"> PM Benchmark 	<ul style="list-style-type: none"> Gr. 1 Reading Assessment
Grade 2	<ul style="list-style-type: none"> PM Benchmark 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment
Grade 3	<ul style="list-style-type: none"> PM Benchmark Gr. 3 District Write 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment
Grade 4	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment
Grade 5	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment

Middle School Assessments

SEPTEMBER-NOVEMBER		
	All students	Some students
Grade 6	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment PM Benchmark
Grade 7	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment
Grade 8	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment

MAY-JUNE		
	All students	Some students
Grade 6	<ul style="list-style-type: none"> Whole Class Reading (Vernon) Gr 6 District Write 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment
Grade 7	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment
Grade 8	<ul style="list-style-type: none"> Whole Class Reading (Vernon) 	<ul style="list-style-type: none"> Gr. 2+ Reading Assessment

Secondary Assessments

Various Times in the Year (semester dependent)	
	All students
Grade 9	<ul style="list-style-type: none"> Gr 9 District Write
Grade 10	<ul style="list-style-type: none"> Gr 10 Literacy Assessment
Grade 12	<ul style="list-style-type: none"> Gr 12 Literacy Assessment



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