

APPENDIX A

Literacy Framework

GHSD LITERACY FRAMEWORK (K-12)

Revised September 2015



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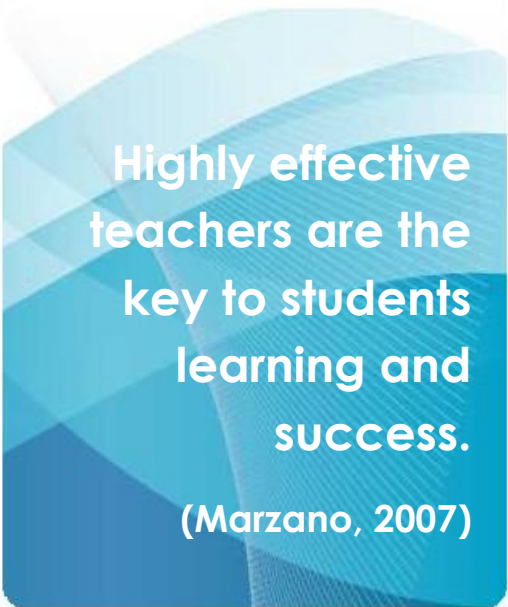
GHSD believes that continuous school improvement and student success depends upon the quality of instruction in classrooms. A common literacy framework supports identification of best literacy practices and effective high impact instruction for all students.

The intent of this framework is to strengthen instructional practice ultimately enhancing learning and achievement for all students.

Why is this framework being developed?

To have in depth conversations about instructional practices, teachers need a common language. In addition to common language, all parties involved need to articulate a framework that defines and identifies key components regarding effective classroom instruction and practice around literacy beliefs and instruction.

Research indicates that initiatives are **most effective with a division wide focus and implementation**. A small number of clearly defined goals tied to student achievement which are relentlessly pursued can be expected to result in the greatest gains.



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)

The **purpose of this framework** is to define literacy, inform educators about key literacy initiatives and strategies and create a common understanding of assessment in literacy

(Adapted from Chinooks Edge QLE, 2014)

The 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
- Align and refine the focus for current and future initiatives.
- 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.

The framework is not:

- A fad
- An evaluation tool

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 gaining meaning from text.

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

GHSD 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 21st Century demands that a literate person possess a wide range of abilities and competencies. This necessitates that students in GHSD 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.

GHSD 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 GHSD 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)

Guiding Principles:

- 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 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 and assume ownership of learning. Our goal is to help students acquire high impact strategies and to help students become independent learners.
- Students 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.
- Students need to understand the process or strategy that they are using and how that process or strategy helps them learn in order for them transfer and to know how to apply these skills in the future.
- Reading and writing are reciprocal and interconnected and therefore explicit instruction about these interconnections will be important
- Reading is more than being able to read the words with fluency.
- Explicit instruction in vocabulary and use to text features is beneficial.
- Reading is an active, integrated problem-solving process of making sense of texts.
- Effective readers comprehend text by drawing on multiple sources of information and cueing systems. Cueing systems are drawn on simultaneously. (Semantic, syntactic and graphophonic systems).
- Strategies to identify unknown words, prepare for reading and monitor and adjust reading are all essential elements.
- The use of current theory, practice and research guides assessment, teaching and learning experiences in GHSD.

Definition of Literacy:

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

“Literacy is more than the ability to read and write. It involves the knowledge, skills and abilities — the competencies — that enable individuals to think critically, communicate effectively, deal with change and solve problems in a variety of contexts to achieve their personal goals, develop their knowledge and potential, and participate fully in society.”
(Government of Alberta, 2009b, p.6)

LITERACY is
acquiring
creating
connecting
communicating **meaning**
in a wide variety of contexts.

The intention of the literacy framework is to provide teachers with an understanding of what literacy practices look like in GHSD and build consistency, common language, common benchmarks and assessments. 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. GHSD 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 in GHSD.



The Literacy Learning Environment

The Literacy learning environment.....

- invites risk taking and persistence
- 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
- 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 into 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.

Best Practices in Grades 1-6

The top approaches/programs identified that should be available to all students in GHSD include:

ELI, Leveled Literacy Intervention, Daily Five, Guided Reading and Academic Vocabulary.

What did we hear? (Teachers in GHSD were invited to provide input into the literacy Framework.)

- Most teachers (1-6) report using **the Daily Five, Literacy Place, or Momentum Literacy in Motion**, where Guided reading is incorporated.
- Leveled Literacy Intervention is described as highly effective in improving literacy competencies. It is being used in a number of schools. Teachers report it is hard to fit in the targeted group but when they did, it made a difference.
- Most teachers are intentional about teaching academic vocabulary.
- Most teachers (1-9) report that they use a variety of resources and pull materials for teaching literacy from numerous sources and programs.
- Daily home reading programs are used in lots of classrooms. Lower grades use Reading A-Z or RAZ Kids. Upper grades often report using Literature circles or novel studies.
- Almost all teachers report that they **use Empowering Writers/Barbara Mariconda's program and 6+1 Traits**. Lots use parts of Betty Wiebe's Blended Style and Structure.
- Teachers would like to see common writing prompts and revised common rubrics for the prompts.
- Most teachers use weekly spelling tests but most do not see the transfer to writing. Looking for other ways to build spelling skills.



Literacy Assessment

Literacy assessments provide teachers with information about the learner's progress in acquiring literacy skills and help to determine next steps. GHSD 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 in GHSD 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 of time. 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.

GHSD 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 like 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.



Literacy Framework Implementation Plan

The Literacy Framework implementation plan was developed based upon the consolidated feedback from teachers obtained through interviews, as well as feedback from administrators. Your input is appreciated and continued feedback is encouraged as we begin implementation of the Literacy Framework in 2015-2016.

Assessment Plan K-6

Assessment	Implementation	Timeline for implementation
<p>Reading: 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 or Fountas and Pinnell Benchmark assessment can be administered.</p>	<p>Schools will confirm the assessments their teacher's grades 1-3 will use and will complete summary tracking forms. Teacher training on assessment strategies such as running records and F&P and DRA will be provided. >Spring 2015: Schools not using F&P or DRA can request coach training or an In-service will be set up if required.</p>	<p>>Spring 2015: Schools not using the Fountas and Pinnell or DRA will be provided an opportunity to be in-serviced on these assessment tools >2015=2016 Teachers will compile results of reading levels of students (Fall and Spring). Teachers will be provided a tracking tool for pre and post (Fall and Spring) reading levels.</p>

Suggested IRI and Word Lists:

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

Word Lists: Schonelle word list, San Diego Quick word list, Dolch Word List

Writing:

Students in grades 1-5 will be administered two common writing assessments each year (September and May).

*Grade 1 will administer the Fall assessment in November

*Grade 3 will administer only the Spring prompt and the pre-assessment will be the SLA's.

*Grade 6 will only administer the fall common writing assessment.

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

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

>**Spring 2015:** Teachers will collect writing samples using a variety of forms/structures of writing at the four levels (LPSE)

>**June 2015:** Grade level representatives (1-6) will meet to revise rubrics (GLA binder rubrics). They will also select possible prompts for the common writing assessments. This work will be brought back to each grade level team in the fall.

>**Collaborative Day 1 and/or Sept. PLD day, 2015:** Teachers will work in collaborative teams to mark and review/revise exemplar banks for each grade level.

>**2015- 2016** Teachers will administer the common writing prompts in all classrooms 1-6.

Grade 3 will administer only the spring prompt and the pre-assessment will be the SLA's.

Grade 6 will administer only the fall prompt and the year-end assessment will be the PAT's.

*** Information will be gathered throughout the course of the year. This data and information will be reviewed annually in order 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 GHSD.**

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)

Recommend Resources/Approaches Summary:

Early Literacy Initiative (ELI) Program- ELI is a targeted intervention provided to at risk learners in grade 1 and 2.

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.

High School English/Social Project-All High School English teachers and Social Studies Teachers are involved with a Cross Jurisdictional Project to increase student's 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 students explore and construct knowledge about words

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, predicting, connecting, and more

Daily Five-Structure for providing a balanced literacy program

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

Writing Initiatives: Barbara Mariconda, 6+1 Writing Traits, Blended Style and Structure

Literacy Progression

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

<p align="center">GHSD Literacy Initiatives and Components</p>	<p align="center">Actions</p>
<p>Early Literacy Initiative (ELI) Program ELI is a targeted intervention provided to at risk learners in grade 1 and 2.</p>	<p>Continue to implement this intervention in all schools- grades 1 and 2. CBV implemented intensive intervention using both ELI and Leveled Literacy Intervention. Pre and post data and summary report for all students are created and compared to annual results. Coordinated by Sue Humphry.</p>
<p>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.</p> <p>http://www.fountasandpinnellleveledbooks.com/</p>	<p>All elementary schools (Gr.1 & 2) were invited to pilot LLI project 2013-2014. Participating schools completed a proposal for implementation. Kits were placed in those schools for one year and pre and post data was collected to track student progress. This pilot was extended for the 2014-2015 school year. Westmount, Hussar, Standard, Rockyford, Carbon, Acme and Dr. Elliott, Three Hills and Trochu-Valley, Greentree, PCA are part of the project. School proposals were approved with tracking and follow up to occur within the division project.</p>
<p>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.</p> <p>http://www.peervision.ca/</p>	<p>All English and Social Studies High School teachers are working 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.</p>
<p>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.</p> <p>http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page http://www.elltoolbox.com/words-their-way.html#.U4dW65RdVuU</p>	<p>There has been some training and implementation of the program in some schools.</p>

<p>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, predicting, connecting, and more.</p>	<p>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.</p>
<p>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. 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</p>	<p>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.</p>
<p>Academic Vocabulary Academic vocabulary instruction involves identifying and explicitly teaching the words that students must know in order to establish a foundation to construct knowledge. http://www.marzanoresearch.com/vocabulary http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf</p>	<p>Continue to identify and teach essential words for knowledge construction through explicit teaching academic vocabulary. Begin looking at the morphology of the words being studied.</p>

<p>Literature Circles Developing Phonological Awareness Balanced Literacy RAZ Kids Reading A-Z</p>	<p>Continue to develop in the district.</p>
<p>Strategies to Achieve Reading Success (S.T.A.R.S.)</p> <p>First Steps (K-6) 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</p>	<p>Recognize and implement the appropriate strategy to effectively teach the skills students are required to obtain as listed in the learner outcomes.</p> <p>All resources are now available to all teachers (website on Learning Commons)</p>

Writing Initiatives:	
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 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 actually 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.
Literacy Assessments: Reading Inventories and Checklists Pre and post assessments are administered to determine effectiveness of instruction and level of functioning 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 B

Numeracy Framework