

GHSD LITERACY FRAMEWORK (K-12)

Revised October 2019



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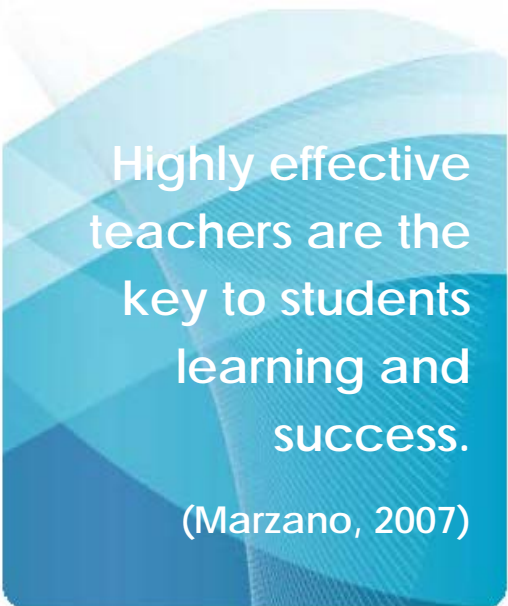
Golden Hills School Division believes that continuous school improvement and student success depends upon the quality of instruction in classrooms. A common literacy framework supports identification of research based practices and high impact literacy strategies for all students.

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

Why is this framework being developed?

To have in depth conversations about instructional practices, teachers benefit from a common language. In addition to common language, 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 **effective when they have a division wide focus and implementation.** A priority in Golden Hills School Division is to have a small number of clearly defined goals tied to student achievement which are relentlessly pursued in order to achieve the greatest gains in student achievement.



Highly effective
teachers are the
key to students
learning and
success.

(Marzano, 2007)

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

Purpose of framework:

The **GHSD Literacy Framework** helps to identify core beliefs about literacy, as well as highlight a number of literacy initiatives and high impact strategies and instructional practices. The Framework also helps to ensure a common understanding of assessment practices in literacy.

The Literacy Framework will:

- Acknowledge the quality work already being done by teachers in their classrooms while challenging teachers to continually grow in our instructional efforts to improve learning for all students.
- Guide the work of all instructional leaders in supporting teacher growth and development
- Create a shared understanding about quality teaching and learning in the area of literacy
- Obtain commitment of all teachers and administrators to use this framework to engage in conversations and practices that lead to continuous improvements in teaching and learning in Golden Hills School Division.

Literacy Framework Beliefs and Assumptions:

Literacy is the ability to understand, respond to and use language to share information and interact with others. It involves the lifelong intellectual process of constructing meaning from text.

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. As noted by Alberta Learning, literacy is socially and culturally based and as such, individuals create meaning based upon their language, culture and ways of knowing.

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:

- Explicit instruction in phonemic awareness creates the foundation for reading. This begins in Kindergarten with extensive time every day building this awareness.
- 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 the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.”
(Government of Alberta, November 2015)

acquiring
creating
connecting
communicating

meaning

in a wide variety of contexts.

It is hoped that the literacy framework will provide teachers with an understanding of what literacy practices look like in GHSD and will 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 with this framework.



The Literacy Learning Environment

The Literacy learning environment.....

- invites risk taking and persistence
- promotes positive attitudes and beliefs about literacy growth
- assumes a growth mindset in the literacy environment
- fosters a safe environment, which enables open expression of opinions, questioning, wondering, innovating and creating so that every student's contributions are valued
- encourages reading daily and occurs across content areas
- provides students with access to a range of materials and technologies that offer a developmentally appropriate challenge
- groups students in flexible learner groups to meet needs, changing daily
- outlines authentic meaning-making purposes for reading thus providing incentive to read (i.e. to read for pleasure, to be informed and to perform a task)
- provides scaffolded instruction with ongoing feedback in phonemic awareness, phonics, vocabulary, fluency and comprehension develops independence
- 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.

Literacy Instruction

The goal of literacy instruction in Golden Hills School Division is to help students use literacy in order to gain knowledge, critically analyze information/ideas, express themselves and create new knowledge. It requires being able to encode and decode text as well as engage in complex and deep thinking about text.

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

A balanced literacy approach to literacy instruction is encouraged with teachers using research-based strategies to build comprehension, vocabulary, fluency, phonemic awareness and phonics. Teachers spend time engaged in language experience activities, shared reading, guided reading, reading aloud, independent reading, literature circles and writing. Flexible groupings and mini-lessons are used in a balanced approach and the balance occurs through a combinations of instructional strategies designed to develop competent, literate life long learners.

Key components of elementary literacy instruction:

- Read Alouds
- Shared Reading
- Small Group reading Instruction
- Writing
- Phonological Awareness
- Word Work
- Speaking/Listening
- Viewing, Visualizing and Representing
- Digital Literacy
- Independent Reading
- Cross-curricular Literacy

LINKS: CHECK THESE OUT

Comprehensive Literacy Guides

<https://arpdresources.ca/consortia/comprehensive-literacy-guides-k-6/>

Thinking Strategies

<https://arpdresources.ca/consortia/thinking-strategies/>



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.

Spelling:

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

Research tells us that students do not learn to spell words in isolation but instead use prior knowledge and understandings to help make decisions and form concepts about how to spell new words.

The traditional weekly spelling lists and spelling tests have not proven effective in transferring to students writing. Students struggle to retain or generalize spelling knowledge when practiced for a test. Therefore practices that focus on understanding spelling patterns through “word study” is viewed as a more effective way to build spelling skills. Instruction that explores the patterns of English word structure, word origin, and word meaning helps students to identify predictable patterns of spelling, word use and meaning.

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

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

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

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

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



Literacy Framework Implementation

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):</p> <ol style="list-style-type: none">1) Fountas and Pinnell Reading Benchmark Assessment2) DRA Assessment3) 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>Schools confirmed the assessments their teacher's grades 1-3 will use and will complete summary tracking forms.</p> <p>Teacher training on assessment strategies such as running records and F&P and DRA was provided.</p>	<p>Coaches will continue to support schools in how to use Benchmark assessments to assess and track the level that students are at in their reading, grades 1-3. Student's reading results from the Leveled Literacy Project will be tracked by teachers on the tracking tool provided and forwarded to the district lead in June of each year.</p>

Suggested Informal Reading Inventories and Word Lists:

Informal Reading Inventories

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

Word Lists:

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

Assessment	Implementation	Timeline for implementation
<p>Writing: Students in grades 1-5 will be administered two common writing assessments each year (September and May).</p> <p>*Grade 1 will administer the Fall assessment in November</p> <p>*Grade 6 will only administer the fall common writing assessment (as they have the PAT as the post-assessment in the Spring).</p> <p>*K teachers will develop their own plan for common writing expectations.</p>	<p>Develop and implement common writing prompts and common marking rubrics for each grade level. Teacher teams will develop common expectations by having time to mark in groups.</p>	<p>>Collaborative Day 1 and/or Sept. PLD day; Teachers will work together in collaborative teams to mark and review/revise exemplar banks for each grade level.</p> <p>>Teachers will continue to implement a common writing assessment to track progress and determine next steps in instruction. School teams will decide on a school strategy for sharing and the assessment will be kept at the school. Some schools are creating a collection as portfolios,</p>

* 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)

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.

Powerful Literacy Strategies:

Making connections: Activating Prior Knowledge

- Making connections between personal experiences, other texts and the world-using strategies such as brainstorming and KWL charts.
- Provide opportunities to make text to self, text to text and text to world connections
- Make connections between text-to-self, [text-to-text](#) and text-to-world, using [annotating](#), brainstorming and [RAN charts](#), visualizing
- Pre-reading strategies ie [THIEVES](#), guided questions, predictions and anticipation guides to prime the brain for what is coming up.

Visualizing

- Model out loud strategies with the student what you have visualized as you were reading. Share the image you've created in your mind, and talk about which words from the book helped you "draw" your picture.
- Support the student in organizing the information by using graphic organizers such as concept maps, timelines, charts, etc.
- Use your child's strengths when visualizing. Have them draw, act out or explain what pictures they see when they are reading.
- [concept mapping](#), [graphic organizers](#), [Jigsaw](#), and [GIST](#)

Inferring and Predicting

- Make predictions using strategies such as book walks, guided questions, anticipation guides
- Teach inferencing progressively (scaffold) beginning with the familiar real-world scenarios (ie. home, school).
- Teach inference using the four sources of evidence: 1. What does the author directly state in the text? What does the author mean but not directly state in the text? What do you know about your real life experiences that could help you make a decision about the evidence? What have you learned from classes and reading books that might help you make a decision about the evidence?

Summarizing

- Jigsaw, exit slips and reciprocal teaching to check and enhance understanding
- Use strategies such as Say Something, Inside-Outside Circles to check for understanding
- Utilize the Somebody, Wanted, So, But, Then strategy
<http://wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/65/SummarizingUnitwithSomebodyWantedButSo.pdf>

- Utilize the 5 C's of summarizing. [http://soltreemrls3.s3-website-us-west-2.amazonaws.com/solution-tree.com/media/pdfs/Reproducibles_40RIS/The Five Cs of Summarizing.pdf](http://soltreemrls3.s3-website-us-west-2.amazonaws.com/solution-tree.com/media/pdfs/Reproducibles_40RIS/The_Five_Cs_of_Summarizing.pdf)
- synthesizing (Jigsaw, [GIST](#))
- Reflect on and respond to text and content using a variety of learning experiences, such as journal writing, concept mapping, drawing, illustrating and multi-media presentations.

Monitoring and Clarifying

- Talk to the student about what you are reading modeling questioning. Encourage them to stop and think about what they read. Ask questions such as: What was your favorite part? How did this make you feel? Were there any words you didn't understand? Were there any parts you found confusing?
- Encourage the student to: Re-read the material, adjust their reading speed/create a movie in your mind
- Rereading, RAP (read a paragraph, ask a question about the main idea, put the answer into your own words), read-reflect-relate, [RIDER](#) and Self-monitoring, strategies of effective readers, and reciprocal reading.
- Use [self-monitoring](#) and [fix-up strategies](#) (ie reread, read ahead and then come back; adjust reading rate; reflect on, or revisit the purpose for reading; access and re-access graphic support; periodically check for understanding; use context and employ decoding skills)

Questioning

- Encourage students to ask questions and make comments during all stages of reading: pre, during and post.
- Model using questioning by asking "Why is this happening?", "What might happen next?", or "Does this make sense?" Such questions help students make connections among various parts of a story.
- Encourage the student to think critically about all books. Does he or she agree or disagree with the author? Why? Is the information accurate or not?
- Teach the 4 main types of questions:

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

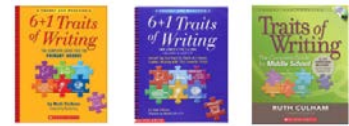
Academic Vocabulary-Academic vocabulary instruction involves identifying and explicitly teaching the words that students must know in order to establish a foundation to construct knowledge.

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



Recommended **Reading** Resources:

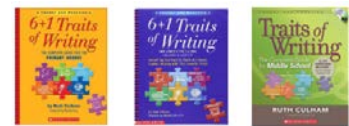
- Barbara Mariconda/Empowering Writers
- 6+1 Writing Traits-Ruth Culham



- Blended Structure & Style in Composition-James B. Webster
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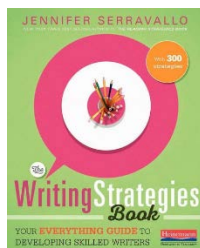
Recommended **Writing** Resources:

- Barbara Mariconda/Empowering Writers
- 6+1 Writing Traits-Ruth Culham





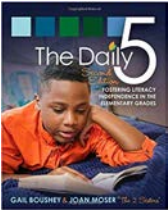
- Blended Structure & Style in Composition-James B. Webster
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Writing Initiatives: Barbara





<p style="text-align: center;">GHSD Literacy Initiatives and Components</p>	<p style="text-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)</p>  <p>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 were involved with a Cross Jurisdictional Project to increase students' ability to write critical essays. Dynamic models, annotated rubrics and use of peer and self-assessment comprise this project.</p> <p>http://www.peervision.ca/</p>	<p>English and Social Studies High School teachers worked in a project to develop student's skill in writing a critical essay. A peer and self-evaluation tool, AIR (Annotated Rubric) has been developed into an online editing tool. Outcomes include increased critical thinking through writing.</p>
<p>Words Their Way Program</p>  <p>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>

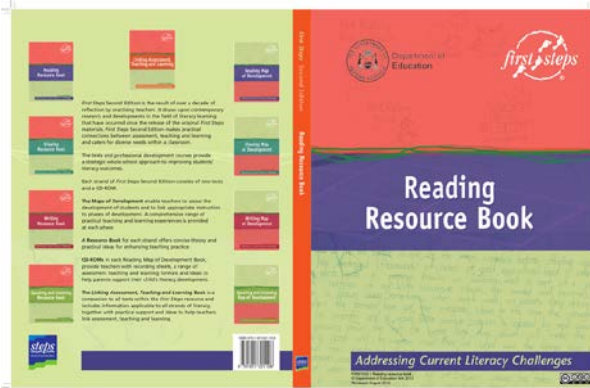
<p>Guided Reading</p> <p>Guided reading is based on finding books at students' instructional reading level. The teacher acts as a facilitator in small flexible groups where students analyze what they read while using proven reading strategies such as summarizing, predicting, clarifying, predicting, connecting, 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</p> <p>Structure for providing a balanced literacy program</p> <p>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.</p> <p>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</p> <p>Academic vocabulary instruction involves identifying and explicitly teaching the words that students must know in order to establish a foundation to construct knowledge.</p> <p>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>

Literature Circles
Developing Phonological Awareness
Balanced Literacy
RAZ Kids
Reading A-Z

Continue to develop in the district.

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

First Steps (K-6)



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

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

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>Writing Initiatives:</p>	
<p>Barbara Mariconda http://www.barbaramariconda.com/ http://empoweringwriters.com/</p>	<p>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.</p>
<p>6+1 Writing Traits http://educationnorthwest.org/traits</p>	<p>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</p>
<p>Blended Style and Structure (Betty Wiebe)</p>	<p>Writing program developed by Betty that teaches students the structure of writing. Resources are available in IMC.</p>
<p>Literacy Assessments: Reading Inventories and Checklists Pre and post assessments are administered to determine effectiveness of instruction and level of functioning of student</p>	<p>See Implementation plan</p>
<p>Diagnostic Reading Assessment (DRA) http://www.scholastic.com/parents/resources/article/book-selection-tips/assess-dra-reading-levels</p>	<p>See Implementation plan</p>
<p>Fountas & Pinnell Benchmark Assessment System (B.A.S.)</p>	<p>See Implementation plan</p>

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In 2015, Golden Hills teachers provided feedback on what their current literacy programs looked like.

The top approaches/programs identified 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 reported that they would like to see common writing prompts and revised common rubrics for the prompts. In response to this interest by teachers, common writing assessments have been developed and all grade 1-6 teachers implement a common assessment twice a year.
- Most teachers use weekly spelling tests but most do not see the transfer to writing. Looking for other ways to build spelling skills.



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