

# LITERACY ASSESSMENT AND INSTRUCTION

The Chilliwack School District recognizes that the instruction of literacy should be flexible and responsive to student learning goals. Comprehensive literacy instruction focuses on meeting the emerging needs of students in comprehension, phonics, fluency, phonemic/phonological awareness, and vocabulary. Educators use district assessments, class assessments, observations, daily progress monitoring, and conferences to determine student goals and plan for instruction.

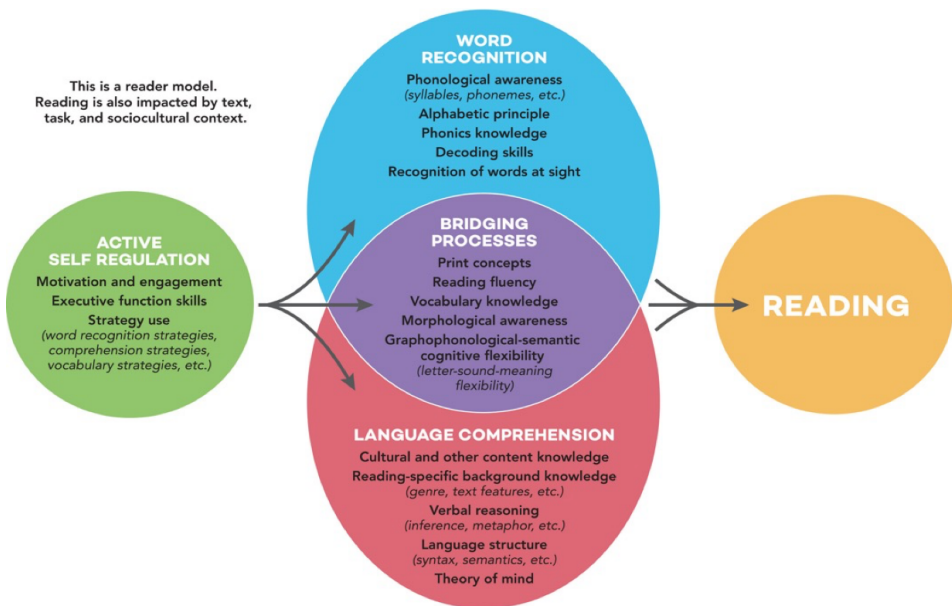
When lesson planning, educators consider resources and practices which are engaging and motivating to students.

Literacy is developmental and not all students reach the same developmental phase at the same time. Educators recognize these differences and use a variety of approaches and resources to support student learning. Educators use explicit:

- Whole class, small group, and one-to-one instruction
- Teacher modelled reading and writing
- Guided and shared reading and writing
- Strategies to foster independent reading and writing

Learning to read is complex and is influenced by many factors such as motivation, engagement and executive functioning skills. Reading researchers, Nell Duke and Kelly Cartwright, offer a model to illustrate the key components of learning to read: active self-regulation, word recognition, language comprehension and bridging processes.

This is a reader model.  
Reading is also impacted by text,  
task, and sociocultural context.



Active Self-Regulation	Motivation and engagement- interest, desire to read Executive function use-self-regulatory cognitive ability Strategy Use- decode, understand and make meaning
Word Recognition	Phonological awareness-sound in speech and the ability to identify and manipulate the sounds in words. Alphabetic principle-sounds in spoken language represented with letters in words Phonics knowledge- relationship between letters and sound ( <i>sh</i> in the word ship) Decoding skills-knowing letters and sounds to produce words Recognition of words at sight
Bridging processes	Print concepts- understanding how print works Reading fluency- to read accurately with appropriate speed and prosody Vocabulary knowledge- understanding words and phrases Morphological awareness- understanding small units in language ( <i>unreal</i> ) Graphophonological-semantic cognitive flexibility-making meaning from letter-sound
Language Comprehension	Cultural and content knowledge- information acquired over time through experience Reading-specific background knowledge- understanding of genres, text features, etc. Verbal reasoning-making inferences, interpretations, understanding metaphors Language structure-understanding how words are ordered within sentences; syntax Theory of mind-understanding feeling, thoughts, intentions of self and others



# KINDERGARTEN

<b>KLST 2</b>	Language screen to assess common knowledge (at preschool level), understanding of questions, follow commands, repeat sentences, compare and contrast objects, use spontaneous speech.
<b>Vision Observation Record</b>	Checklist to record signs and symptoms which may indicate visual difficulties.
<b>Hearing Observation Record</b>	Checklist to record signs and symptoms which may indicate hearing difficulties.
<b>Concepts About Print</b>	To identify what the student knows about books and written language.
<b>Letter Identification</b>	To identify the student's knowledge of lower and upper case letters. Letter-name knowledge is a strong indicator of later reading achievement.
<b>Phonological Awareness Screen</b>	To identify the student's ability to hear, identify and manipulate individual sounds. Informs reading readiness and phonemic awareness. Distinguish words by beginning/ending sounds. Blending, syllables, segmenting.
<b>Fine Motor</b>	To identify what the student's fine motor ability (pencil grip and copying shapes).



# GRADE 1

<b>Phonemic Awareness Screen</b>	To assess the developmental stage of the student's phonemic awareness (individual sounds or phonemes).
<b>Hearing/Vision Observation Record</b>	Checklist to record signs and symptoms which may indicate hearing or visual difficulties.
<b>Word Inventory or Hearing &amp; Recording Sounds (spelling and phonics)</b>	To identify the specific letter-sound knowledge of the student to target instruction. To identify the stage of spelling development.
<b>Concepts About Print</b>	To identify what the student knows about books and written language.
<b>Letter Identification</b>	To identify the student's knowledge of lower and upper case letters. Letter-name knowledge is a strong indicator of later reading achievement.
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<b>Fine Motor</b>	To identify what the student's fine motor ability (pencil grip and copying shapes).



# GRADE 2

<b>Word Inventory or Hearing &amp; Recording Sounds</b> (spelling and phonics)	To identify the specific letter-sound knowledge of the student to target instruction. To identify the stage of spelling development.
<b>PM Benchmark</b>	To assess decoding, comprehension, fluency and prosody. This informs which skills are being employed in the students' reading process system.
<b>Writing Sample</b>	Provides a snapshot of student's ability in writing.
<b>Phonemic Awareness Screen</b> (for students previously at risk)	To assess the developmental stage of the student's phonemic awareness (individual sounds or phonemes).
<b>SNAP</b>	Numeracy assessment for number sense and operations



# GRADE 3

<b>Word Inventory or Hearing &amp; Recording Sounds</b> (spelling and phonics)	To identify the specific letter-sound knowledge of the student to target instruction. To identify the stage of spelling development.
<b>PM Benchmark</b>	To assess decoding, comprehension, fluency and prosody. This informs which skills are being employed in the students' reading process system.
<b>Writing Sample</b>	Provides a snapshot of student's ability in writing.
<b>ACT</b>	To assess how student comprehend grade level text. Focus on the following comprehension skills: visualizing, determining importance, summarizing, synthesizing, questioning, inferring big ideas, making connections and reflecting on thinking.
<b>SNAP</b>	Numeracy assessment for number sense and operations.



# GRADES 4-8

<b>Word Inventory</b> (spelling and phonics)	To identify the specific letter-sound knowledge of the student to target instruction. To identify the stage of spelling development.
<b>PM Benchmark</b> (for students who haven't reached level 30)	To assess decoding, comprehension, fluency and prosody. This informs which skills are being employed in the students' reading process system.
<b>Writing Sample</b>	Provides a snapshot of student's ability in writing.
<b>ACT</b>	To assess how student comprehend grade level text. Focus on the following comprehension skills: visualizing, determining importance, summarizing, synthesizing, questioning, inferring big ideas, making connections and reflecting on thinking.
<b>SNAP</b>	Numeracy assessment for number sense and operations.