



Literacy in the Primary Years



From the beginning children demonstrate that they have a voice, know how to listen, and want to be listened to by others.

CAROLINA RINALDI

Teresa Gallo

Michelle Strasser

SD 20 (Kootenay-Columbia)

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SCHOOL LEARNING LEADS

Carolyn Melenka & Leslie Mozak	FES
Kathy Koshey & Kim Wakelin	GES
Elaine Pilla & Tracy Griffiths	KES
Melissa McCormack & Theresa Pruss	RCS
Michael Archambault & Sandy Anhel, & Vanessa Broyd	RSS
Brandie Davis, Shauna McKeating Lauren Kessler, & Myia Malakoff	TR
Michelle Ryz & Jill Morgan	WES

FORWARD

School District 20 (Kootenay-Columbia) has a long history of using a screening tool to understand how kindergarten students are developing as literacy learners. We recognize the value in having a tool that encompasses the whole primary experience. With this in mind, we have created a tool and invite all primary teachers to use it as a guide to inform practice and document student growth.

As you use this tool throughout the year, a story of each child's learning will unfold, allowing you to:

- provide a picture of individual student learning.
- effectively communicate with parents and school staff.
- create a profile of each student's strengths and stretches.
- identify learners needing early intervention support.
- inform and guide instruction.
- provide evidence of student learning to the School and the District.

The 2022 Early Success Screening Tool builds upon the pedagogically sound framework of the SD20 2013 Kindergarten Assessment Tool and its 2017 revisions and references the work of Marie Clay, distinguished researcher of global educational literacy and Dr. Janet Mort, innovative literacy curriculum designer.

Teresa Gallo
Director of Instruction
SD20 Learns

Michelle Strasser
Learning Coordinator
SD20 Learns

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Introduction

The SD20 Early Success Screen for **K-3** focuses on the following main areas of early literacy development:

The Alphabetic Principle and Letter/Sound Identification

The most powerful predictor of later reading success is the child's knowledge of the alphabet acquired prior to first grade.

Adams, 1990



Things to consider...

Start with lowercase letters as these are the letters that form most words.

Introduce two or three letters a week and keep cycling the taught letters with the newly introduced ones until each child is confident with all letters.

First introduce letters that say their names: bB, jJ, kK, pP, tT, zZ, and dD.

Then introduce letters that say their name in the second syllable of the letter name: fF, lL, mM, nN, rR, sS, and xX.

Then teach the letters that are “tough” (they do not say their name); cC, gG, hH, wW, and yY.

Vowels can be taught as a group all throughout the year: aA, eE, iI, oO, and uU.

Connecting letters with their sounds to read and write is called the alphabetic principle (improvingliteracy.org, 2021). It is crucial this is explicitly taught to children in kindergarten and grade one.

Research shows, for children to understand the alphabetic principle it is imperative they understand:

- the relationship between speech sounds and letters.
- written words are made up of letters that represent sounds in speech.
- words have both meanings and sounds.

The ability to match letters and sounds helps children develop an understanding of words and spelling patterns.

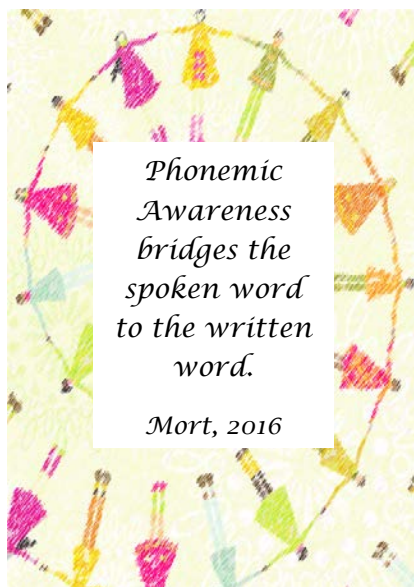
For mastery of alphabetic knowledge to occur, children need to understand the alphabet four ways:

1. the sound of the letter
2. the name of the letter
3. the ability to find it in a book
4. the ability to print it

By the end of kindergarten, children should be able to identify and form most (20-22) letters of the alphabet and know that letters stand for sounds. Kindergarten students should be able to identify them unprompted within 2-3 seconds to demonstrate automaticity and fluency (Mort, 2016).

By December of grade one, children should know all their letters and sounds fluently.

Phonemic & Phonological Awareness



Phonological Awareness Skills

K i n d e r g a r t e n	<ul style="list-style-type: none"> discriminate between rhyming and non-rhyming words produce words that rhyme isolate initial letters blend syllables segment words in sentences delete parts of compound words
G r a d e 1 & 2	<ul style="list-style-type: none"> continued focus on kindergarten skills isolate medial letters isolate final letters blend phonemes/letters segment phonemes segment syllables/compound words

Phonemic awareness is the understanding that spoken words consist of a sequence of speech sounds and an awareness of the individual sounds or phonemes. Phonemic awareness is the ability to segment words into sounds, blend them back together and manipulate the sounds to make new words (Mort, 2016).

When we ask students to blend or segment words into the smallest unit of sound they hear, we are working at the phonemic awareness level.

The development of phonemic awareness skills typically occurs in kindergarten and grade one. It is essential for students to understand that words are made up of individual sounds, and they can blend, segment, and manipulate those sounds.

Phonological awareness is a broader skill of being able to hear, recognize and play with the sounds in our oral languages. It is a hearing/listening skill that involves the ability to work with the sounds of language at the [word](#), [syllable](#), [onset-rime](#) and [phoneme level](#). It includes, rhyming, alliteration, sentence, and syllable blending and segmenting (Mort, 2016).

Phonics: is the ability to apply letter-sound knowledge when translating print into speech. Phonics provides readers with a tool to unlock or decode the pronunciation of written words.

Why are Phonological and Phonemic Awareness and Phonics so important?

Mort, 2016:

- Approximately 20% of children will have difficulty with phonological awareness upon entering kindergarten and will eventually struggle with figuring out how sounds work in print.
- Phonemic awareness plays a critical role in the development of skills required in the manipulation of phonemes and the application of phonics to reading and spelling.
- Without phonemic awareness, a child may be able to learn letter-sound relationships by rote but will not be able to use and coordinate letter-sound knowledge to read or spell new words.

Oral Language Development

An average child by the end of grade two should know about 6000 root word meanings and continue to learn an additional 3000 words per year.

Nagy & Anderson, 1995

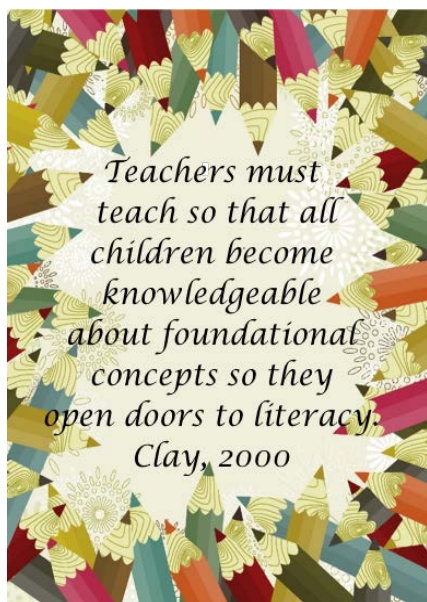
The ability to understand and express oral language is the foundation to all facets of literacy learning in school. Children use their knowledge of language to read and write. We can only access the meanings of written words if we already know what they mean in our oral vocabularies.

It is crucial we develop oral language skills, as children will require it for self-expression and communicating ideas. Acquiring 8-12 new word meanings per week, during the primary years, prepares students to be successful at the intermediate level.

Essential Foundational Skills K-2 (Mort, 2016)

Receptive Skills	<ul style="list-style-type: none">• Understand classroom language and follow classroom routines• Understand vocabulary specific to subject and situation• Follow oral directions
Expressive Skills	<ul style="list-style-type: none">• Share personal experiences and feelings related to classroom topics and book discussions• Speak fluently with expression• Ask appropriate questions• Retell aspects of a story and give information about a topic• Use language to explain, inquire and compare• Use speech that is understandable; produce speech sounds correctly• Use appropriate sentence structure• Use appropriate vocabulary for subject and situation
Social Skills	<ul style="list-style-type: none">• Actively participate in classroom language activities• Understand and use appropriate social conventions for conversations when listening and speaking• Ignore distraction and stay focused during listening activities

Concepts of Print



Concepts of print refers to awareness of how print is organized and used. When we assess concepts of print, it informs us as to what children have noticed about printed language. According to Mort, 2016 and Clay 2002:

It is important to notice how children understand:

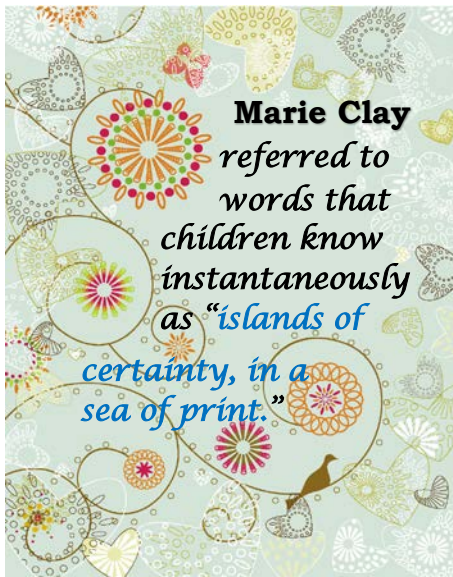
- the parts of a book
- print carries a message
- words are read and pictures are viewed
- words are read from left to right across a page
- letters are placed next to each other to make words and words placed next to each other to make sentences
- letters each have a large and small version and can be printed in various forms
- punctuation
- the concept of first and last

Marie Clay calls concepts about print “the rules of the road.” In the first six months of school, children should be provided with the rich literacy experiences they need to gain knowledge and use the “rules of the road.”

SD20 has provided the Concepts of Print Second Edition in the Kindergarten and Grade One Kit as well as Clay’s: Sand and Follow me Moon (K), and Stones & No Shoes (1-2) in the screening tool package to use for screening.

Any Level C-F book with a distinct layout of print and illustrations, good spacing of words and multiple lines of text could also be used.

Word Recognition



According to Linnea Ehri (1999), a professor of Educational Psychology, children move through four phases of learning to read words starting in the preschool years. The four phases are:

1. **Pre-alphabetic phase:** students read words by memorizing their visual features or guessing words from their context.
2. **Partial-alphabetic phase:** students recognize some letters of the alphabet and can use them together with context to remember words by sight.
3. **Full-alphabetic phase:** readers possess extensive working knowledge of the graphophonemic system, and they can use this knowledge to analyze fully the connections between graphemes (a letter or number of letters that represent a sound) and phonemes (distinct unit of sound that distinguishes one word from another) in words. They can decode unfamiliar words and store fully analyzed sight words in memory.
4. **Consolidated-alphabetic phase:** students consolidate their knowledge of grapheme-phoneme blends into larger units that recur in different words.

While children move through the phases of learning to read words, it is crucial we build sight vocabulary. Sight vocabulary involves immediate identification from verbal memory.

The SD20 Early Screening Tool invites teachers to use the Dolch word list, published in 1948 by Edward William Dolch. The list contains 220 easily recognized and frequently used English words, created to help students achieve reading fluency.

What is Balanced Literacy?

TEACHER

Modeled Reading

- read aloud
- share text beyond child's ability
- provide exposure to different genres

Modeled Writing

- demonstrate proficient writing
- expand access to writing beyond child's ability
- provide exposure to different genres of writing

TOGETHER WE

Interactive Reading

- model & learn reading strategies
- extend understanding of reading process
- share reading
- build confidence and have child increase reading ability

Interactive Writing

- model & learn writing strategies
- extend understanding of writing process
- share writing pen
- build confidence and have child increase reading ability
- story workshop

Guided Reading

- practice and reinforce skills at reading level
- question and discuss
- read and understand new text
- practice reading strategies
- build reading independence

Guided Writing

- practice and reinforce writing skills
- question and discuss
- write and understand writing
- practice writing strategies
- build writing independence

Reading Word Study

- Learning the Alphabetic Principle
- Learning Sight Words
- Phonological and Phonemic Awareness

Writing Word Study

- printing the alphabet
- printing sight words
- applying phonological and phonemic awareness to write and manipulate words

YOU DO

Independent Reading

- child chooses text to explore
- child reads just right text to practice at his/her level
- builds stamina to interact with text
- develops love for reading

Independent Writing

- child chooses topic
- child practices at his/her level
- builds stamina to write
- develops love for writing

Resources We're Learning From



- Adams, M. (1990). [Beginning to Read: Thinking and Learning about Print.](#)
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2008). [Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction.](#)
- Clay, M. (2017). [Concepts about Print 2nd Edition.](#)
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- Gear, A. (2008). [Nonfiction Reading Power.](#)
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- Johnson, P., & Keier, K. (2010). [Catching Readers Before They Fall: Supporting Readers Who Struggle, K-4.](#)
- Liben & Liben (2019). [Know Better, Do Better: Teaching the Foundations So Every Child Can Read.](#)
- MacKay, S. (2021). [Story Workshop - New Possibilities for Young Writers.](#)
- Ministry of Education (2021). [Early Learning Framework](#)
- Morrow, L. (2009). [Literacy Development in the Early Years - Helping Children Read and Write.](#)
- Morrow, L. (2011). [Teaching the Alphabet.](#)
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- Serravallo, J. (2016). [Writing Strategies Book.](#)
- Serravallo, J. (2021). [Teaching Writing in Small Groups.](#)
- Serravallo, J. (2018). [Understanding Text and Readers.](#)
- Trehearne, M. (2006). [Comprehensive Literacy Resource for Grades 3-6 Teachers.](#)
- Trehearne, M. (2004). [Grades 1-2 Teacher's Resource Book.](#)
- Trehearne, M. (2000). [Kindergarten Teacher's Resource Book.](#)
- Trehearne, M. (2016). [Multiple Paths to Literacy.](#)

Reading K-3

Kindergarten

Reading, Listening & Viewing

Comprehend and connect (reading, listening, viewing)

- ◆ Use sources of information and prior knowledge to make meaning
- ◆ Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- ◆ Explore foundational concepts of print, oral, and visual texts
- ◆ Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- ◆ Recognize the importance of story in personal, family, and community identity
- ◆ Use personal experience and knowledge to connect to stories and other texts to make meaning
- ◆ Recognize the structure of story

Reading Strategies:

making meaning using predictions and connections; making meaning from story using pictures, patterns, memory, and prior knowledge; retelling some elements of story; and recognizing familiar words/names and environmental print (e.g., street signs, food packaging)

A critical part of supporting early reading skills, is to improve children's language and communication skills within a language-rich environment.

Reading involves:

- messages expressed in language
- knowing about the conventions used to print language – directional rules, space formats, punctuation...
- visual patterns – groups of words, word parts, clusters of letters and single letters
- listening to language and hearing clear breaks between words

Clay, 2002

At the core of reading is the ability to identify individual words quickly and accurately, and then make sense of what has been read. All learners typically follow a continuum of development on the road to reading success:

- Stage 1:** decoding – children are learning the alphabet, blending letter sounds into words; they pay focused attention to print
- Stage 2:** fluency – children can read familiar text, with increasing pace and with appropriate phrasing
- Stage 3:** reading with comprehension – children are now able to concentrate on comprehending new information as they read; basic print-processing skills are mastered
- Stage 4:** analytic reading – children can read more critically; they are able to consider text information from a variety of sources

Inherent to reading success are three foundational skills:

1. **Decoding** accuracy is the result of a reader's sight word vocabulary or the use of decoding strategies.
2. **Word recognition** automaticity is the ability to recognize words with little cognitive effort or attention.
3. **Oral text reading fluency** is the ability to read with proper phrasing and expression.

In Kindergarten, we read stories, sing, learn the alphabet and support children to develop readiness for learning and the phonemic awareness, oral language, and reading strategy skills they need to learn to begin to read. **We aspire to have children leave kindergarten with the mindset that they are readers!**

To support our work in teaching beginning reading, we created “The Kindergarten Reading Assessment,” based on the work of Faye Brownlie. We invite teachers to complete the assessment 2-3 times per year.

We strive to have kindergarten students successfully exploring Level A-C books by June of kindergarten.

Spring	DRA	PM Benchmarks	Fountas & Pinnell
Developing	<A	<1	<A
Proficient	A-3	2-4	B-C
Extending	4 and above	5-6	D and above


Using Strategy Sam Grade 1-3

Thank you, Leslie Mozak!

We invite teachers to provide reading strategy bookmarks for students to use while learning to read.


STRATEGY SAM'S READING STRATEGIES

These are strategies that your child will learn to use while reading this year.




LOOK AT THE PICTURES

Find clues for unknown words in the pictures.




WORD DIRECTION

Make sure you are reading from left to right.



PICTURE WALK


Take a look at all of the pictures before reading to get an idea of what the book will be about.



BEGINNING SOUND

Try out the beginning sound of the word to see if it helps you guess it.


d - o - g



ENDING SOUND

Try out the end sound of the word to see if it gives you another clue.

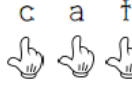
h - a - f



SOUND IT OUT


Try each sound in the word and then put it together.

c a f




DOES IT SOUND RIGHT?

Does the word make sense or do you need to try a different sound (i.e. if you have tried a short vowel sound and it didn't sound right, try a long vowel sound).




TRY IT

Try to guess the word by using the strategies mentioned. Give it a try!




DOES IT MAKE SENSE?

Does the word that you have used make sense in the sentence or book?



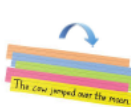
REREAD

If you're not sure of the sentence, reread it to make sure you understand it.



JUMP THE WORDS

If you are stuck on a word, skip it and read on. Then go back and see if you can figure out the unknown word.



LOOK FOR A WORD CHUNK

See if you know any word chunks in the word that can help you sound out the word.

-af
cat bat
sat haf


WORD INSIDE A WORD

Look to see if there are any small words that you know within the word.

s i f

ASK!

If you are stuck and cannot figure out the word, ask someone for help!



Grade 1

Reading, Listening & Viewing

Comprehend and connect (reading, listening, viewing)

- ◆ [Read fluently at grade level](#)
- ◆ Use sources of information and [prior knowledge](#) to make meaning
- ◆ Use developmentally appropriate [reading, listening, and viewing strategies](#) to make meaning
- ◆ Use [foundational concepts of print, oral, and visual texts](#)
- ◆ [Engage actively as listeners, viewers, and readers](#), as appropriate, to develop understanding of self, identity, and community
- ◆ Recognize the importance of [story](#) in personal, family, and community identity
- ◆ Use personal experience and knowledge to connect to [stories](#) and other [texts](#) to make meaning
- ◆ Recognize the [structure and elements of story](#)
- ◆ Show awareness of how [story in First Peoples cultures](#) connects people to family and community

Reading Strategies:

using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual

In grade one we continue to build upon the literacy foundations started in kindergarten. Through a Balanced Literacy Program and a language-rich classroom environment, students continue their literacy journey. We invite teachers to use the [BC Performance Standards](#) as a guide for monitoring progress.

The opportunity to practice reading with just right books is a crucial part of learning to read. See below for a reading guide for practicing with Just Right Books.

Grade One -- Just Right Books Guide

November	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 1	Below 1	A or below
Developing	1-2	1-2	A-B
Proficient	3-5	3-6	C-D
Extending	6-8 & above	7-8 & above	E & above

March	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 4	Below 4	C or below
Developing	5	5-6	D
Proficient	6-14	7-14	E - H
Extending	16 & above	15 & above	I & above

June	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 8	Below 8	E or below
Developing	10	9-10	F
Proficient	12-16	11-16	G - I
Extending	18 and above	17 and above	J and above

**** Keep in mind, this is just a guide and should not be used to determine reading proficiency when communicating student progress. ****

Grade 2

Reading, Listening & Viewing

Comprehend and connect (reading, listening, viewing)

- ◆ [Read fluently at grade level](#)
- ◆ Use sources of information and [prior knowledge](#) to make meaning
- ◆ Use developmentally appropriate [reading, listening, and viewing strategies](#) to make meaning
- ◆ Recognize how different [text structures](#) reflect different purposes.
- ◆ [Engage actively as listeners, viewers, and readers](#), as appropriate, to develop understanding of self, identity, and community
- ◆ Demonstrate awareness of the role that [story](#) plays in personal, family, and community identity
- ◆ Use personal experience and knowledge to connect to [stories](#) and other [texts](#) to make meaning
- ◆ Recognize the structure and elements of [story](#)
- ◆ Show awareness of how [story in First Peoples cultures](#) connects people to family and community

Reading Strategies:

using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual

In grade two we continue providing a balanced literacy program and using the [BC Reading Performance Standards](#) as a guide, as well as providing opportunity to practice with just right text.

The opportunity to practice reading with just right books is a crucial part of learning to read. See below for a reading guide for practicing with Just Right Books.

Grade Two -- Just Right Books Guide

November	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 10	Below 10	Below F
Developing	10 – 14	10 – 14	F-H
Proficient	16 – 18	15 – 18	I-J
Extending	20 and above	19 and above	K and above

March	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 14	Below 14	Below H
Developing	14 - 16	14 – 18	H - J
Proficient	18 - 24	19-21	K – L
Extending	28 and above	22 and above	M and above

JUNE	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 18	Below 17	Below J
Developing	18 - 20	18 - 20	J-K
Proficient	24 - 28	21 – 22	L-M
Extending	30 and above	23 and above	N and above

**** Keep in mind, this is just a guide and should not be used to determine reading proficiency when communicating student progress. ****

Grade 3

Reading, Listening & Viewing

Comprehend and connect (reading, listening, viewing)

- ◆ Read fluently at grade level
- ◆ Use sources of information and prior knowledge to make meaning
- ◆ Make connections between ideas from a variety of sources and prior knowledge to build understanding
- ◆ Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- ◆ Recognize how different texts reflect different purposes.
- ◆ Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- ◆ Explain the role that story plays in personal, family, and community identity
- ◆ Use personal experience and knowledge to connect to text and make meaning
- ◆ Recognize the structure and elements of story
- ◆ Show awareness of how story in First Peoples cultures connects people to family and community
- ◆ Develop awareness of how story in First Peoples cultures connects people to land

Reading Strategies:

using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual

In grade three we continue providing a balanced literacy program and using the [BC Reading Performance Standards](#) as a guide as well, as providing opportunity to practice with just right text.

The opportunity to practice reading with just right books is a crucial part of learning to read. See below for a reading guide for practicing with Just Right Books.

Grade Three

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Just Right Books Guide

November	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 18	<u>Below 19</u>	Below K
Developing	18 – 24	19 – 21	K - L
Proficient	28 – 30	22 – 23	M - N
Extending	34 and above	24 and above	O and above

March	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 24	Below 21	Below L
Developing	24 - 28	21 – 22	L – M
Proficient	30 - 34	23-24	N – O
Extending	38 and above	25 and above	P and above

JUNE	DRA	PM Benchmarks	Fountas & Pinnell
Emerging	Below 28	Below 22	Below M
Developing	28 - 30	22 - 23	M – N
Proficient	34 – 38	24 – 25	O – P
Extending	40 and above	26 and above	Q and above

****Keep in mind, this is just a guide and should not be used to determine reading proficiency when communicating student progress. ****

Early Writing K-3

Writing in Kindergarten:

Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and perspectives](#) to build shared understanding
- ◆ Use language to identify, create, and share ideas, feelings, opinions, and preferences
- ◆ Create [stories](#) and other [texts](#) to deepen awareness of self, family, and community
- ◆ [Plan and create stories and other texts](#) for different purposes and audiences
- ◆ Explore [oral storytelling processes](#)

Writing in Grade 1:

Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and perspectives](#) to build shared understanding
- ◆ Identify, organize, and present ideas in a variety of forms
- ◆ Create [stories](#) and other [texts](#) to deepen awareness of self, family, and community
- ◆ Plan and create a variety of [communication forms](#) for different purposes and audiences
- ◆ Communicate using letters and words and applying some [conventions of Canadian spelling, grammar, and punctuation](#)
- ◆ Explore [oral storytelling processes](#)

Learning to write, like many other critical skills, is a complex developmental process. It is important, from the onset of school, children get as many opportunities to write as possible.

To support students in their development of language and literacy, Story Workshop is an approach that encourages children to tell and write their stories. Incorporating Story Workshop into the writing program gives students the opportunity to practice the writing process and to see themselves as writers. See the [Guide](#) on page 20 to get started.

When children begin to write conventionally, they need to know the purpose of their writing, and their audience. They need to develop an awareness of the readers' perspective and what the reader needs to know to understand their written message.

Over time, they become more aware of the importance of the aspects of writing: meaning, style, form, and conventions. Children who have many opportunities to use invented spelling eventually become better spellers than those who are taught by rote/memorization. Early word work should include analysis, sorting, categorizing, and interactive activities. The way

Writing in Grade 2:

Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and perspectives](#) to build shared understanding
- ◆ Create [stories](#) and other [texts](#) to deepen awareness of self, family, and community
- ◆ Plan and create a variety of [communication forms](#) for different purposes and audiences
- ◆ Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
- ◆ Explore [oral storytelling processes](#)

Writing in Grade 3:

Create and communicate (writing, speaking, representing)

- ◆ [Exchange ideas and perspectives](#) to build shared understanding
- ◆ Create [stories](#) and other [texts](#) to deepen awareness of self, family, and community
- ◆ Plan and create a variety of [communication forms](#) for different purposes and audiences
- ◆ Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
- ◆ Develop and apply expanding [word knowledge](#)
- ◆ Explore and appreciate aspects of First Peoples [oral traditions](#)
- ◆ Use [oral storytelling processes](#)

We invite teachers to use the [BC Writing Performance Standards](#) as a guide for monitoring student progress.

children spell provides information about what they know, what strategies they are using, and what they are ready to learn next.

Young children's experimentation with print often occurs first in their early writing attempts. These first attempts are a good indicator of their developing understanding of the alphabetic principle, how sounds and letters are connected, and of their growing knowledge of capturing each of their spoken words into print. These initial understandings are developmental and progress from concrete to a more abstract level of understanding and analysis.

Children will move through and in between seven stages as they learn to write. See the [graphic](#) on page 18-19.

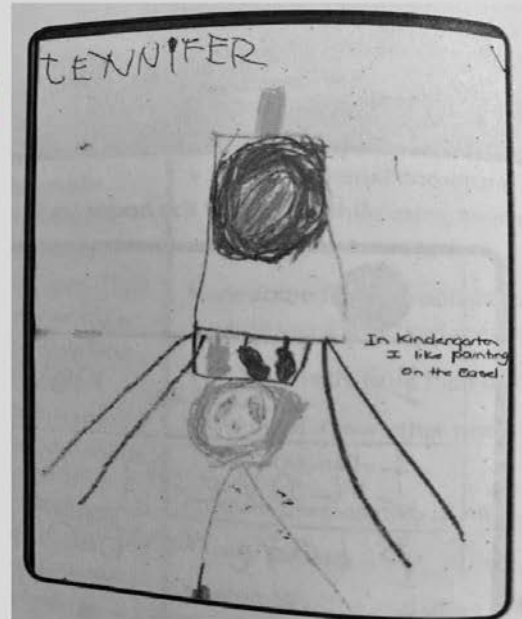
Seven Categories of Writing

(Elizabeth Sulzby, 1988)

Writing is developmental. Most children go back and forth between the following seven categories as they develop.

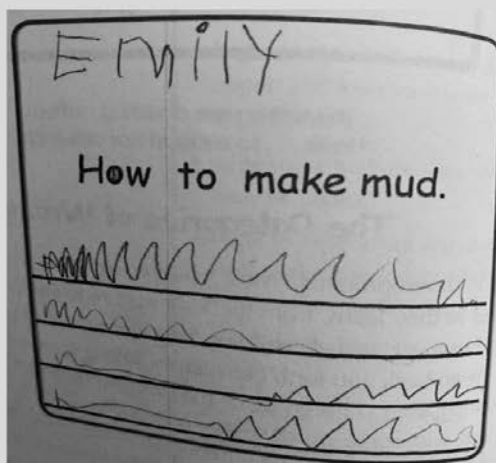
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Drawing as Writing



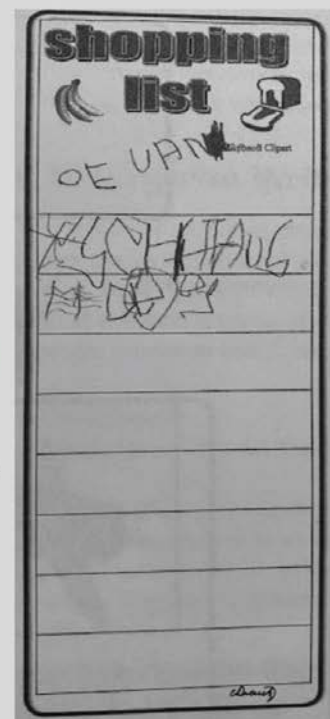
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Scribble Writing



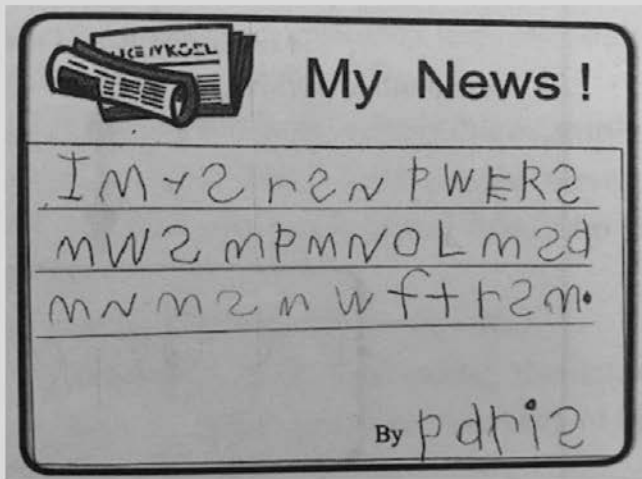
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Letterlike units or forms

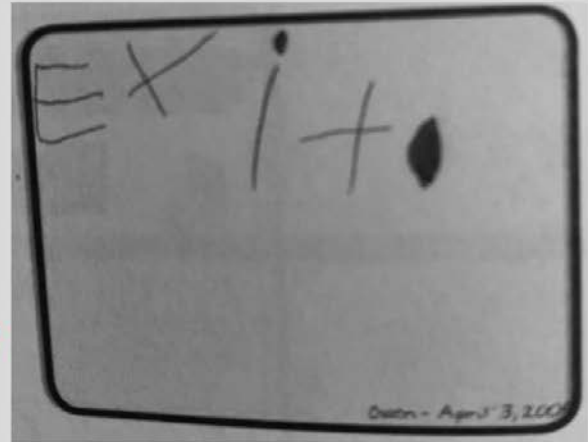


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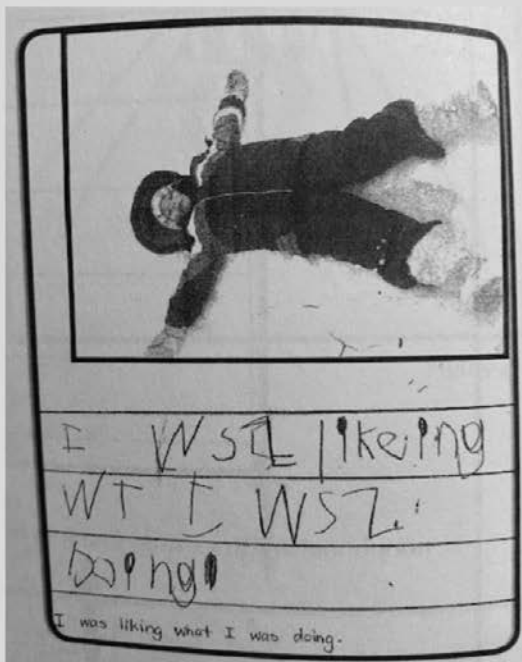
Random Letters



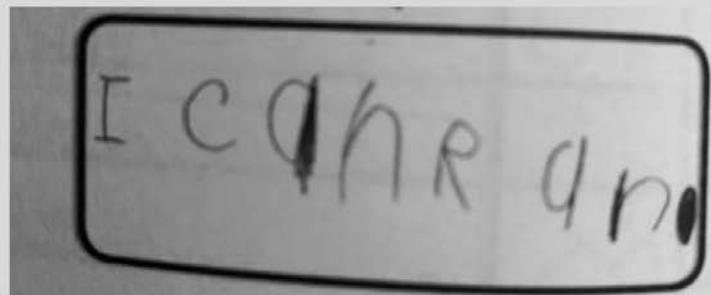
5

Copying from
environmental
print

6

Invented
Spelling

7

Conventional
Spelling

Story Workshop

Story Workshop

A Quick Guide



PREPARATION

The setup of the classroom with materials and environments specifically selected to support story creation.



PROVOCATION

A question that is introduced to children to engage and support their interests and curiosity.



INVITATION & NEGOTIATION

An overview of the materials available and agreements as to where each child will spend their time.



STORY CREATION

A time of looking for and finding stories from the child's real or imaginary life. Children play with materials, talk to each other, and tell and write their stories.



STORY CONGRESS

Receiving feedback from peers and teachers in the form of comments, compliments, and questions to support the author's story development.

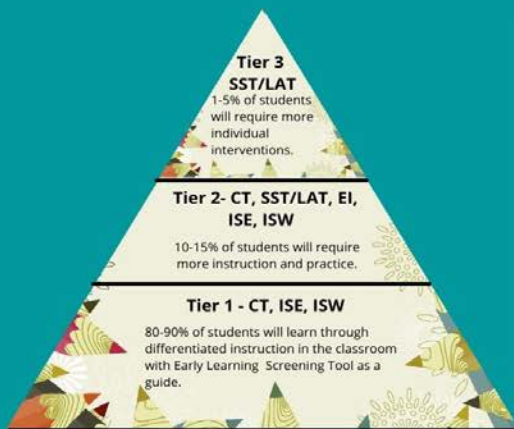
Story Workshop supports literacy and language development in the primary years and is a component of Playful Literacy!

Instruction & Intervention Model

Three Tiers of Instruction & Intervention for Literacy Learning

| DAWN REITHAUG: 2009 |

"Although most early learners will develop literacy skills through the explicit experiences provided in the classroom, some will require early intervention time in addition to the experiences provided in the classroom. Some will need explicit instruction in the basic beginning literacy skills."



Tier 3 - students are emerging

- is in addition to (but not instead of) the daily literacy intervention in the classroom with the classroom teacher.
- is delivered beyond the classroom by a student support services teacher in an intensive and frequent manner over several terms or years.
- is based on information from classroom screening, frequent progress monitoring and standardized testing.
- must support what is also being taught in the classroom - continuity between environments.
- is individualized instruction targeting specific learning needs.

Tier 2 - students are emerging or developing

- specific gaps in literacy learning and are not responding to Tier 1 support.
- is in addition to (but not instead of) daily literacy instruction in the classroom with the classroom teacher.
- delivered by the classroom teacher and/or early intervention teacher and/or student support services teacher.
- is based on information from the early literacy success screen and ongoing progress monitoring.
- must support what is taught in the classroom - students need continuity in practice.

Tier 1 - Intervention - all students

- Is delivered by the classroom teacher.
- Uses differentiated instruction in the classroom.
- is integrated within the daily literacy instruction block and across all content areas.
- is available to all students, with a focus on maximizing support for those who are emerging and developing.

Getting to This Work: Tips



Getting to this work...

Assessment is an essential aspect of teaching. Assessment informs us about what to teach and whether our students are reaching the goals we have set for them. Individually assessing the reading of all the students in your class is well worth the instructional time expended.

- Complete each part of the screen when it best fits what is happening in the classroom, or when you are needing to know more about who a student is as a literacy learner.

- For Phonemic Awareness, teach the entire class one skill (i.e.: rhyming production) that you will be assessing, then individually assess students on that skill.

- For Phonemic Awareness, teach the entire class one skill (i.e.: rhyming production) that you will be assessing, then individually assess students on that skill.

- Teach a flow for literacy centres. The class will need practice. Once routines are established, you can focus on assessment in a small group. This time may appear as organized chaos. That's okay!

- The other students may be engaged in independent reading, buddy reading or other classroom assignments.

When screening through observation:

- observe students while they are engaged in independent learning activities (for example: Daily 5, centre time, guided reading lesson...)
- Incorporate assessment into regular teaching activities. Sometimes the screen lends itself well to a small or whole group learning activity.

- Meeting five students a day for a week or three students a day for two weeks is much more manageable.

EARLY SUCCESS SCREEN

Acknowledgements

I would like to express my gratitude to the SD20 Kindergarten & Primary Connections groups, who worked together to create a guide for Literacy Learning in School District 20.

I would also like to express my gratitude to Michelle Strasser, Learning Coordinator, and Nate Lott, Learning Coordinator, who helped with the design of this document and made this work easily accessible on the SD20 Learns website

Kindergarten Early Literacy Screening Package

A. Alphabetic Principle (Mort 2016)

Have one copy of the upper and lowercase and vowel letter pages for use with all students. Use a cover sheet and show the student one line at a time. The student should respond unprompted within 2-3 seconds to demonstrate automaticity and fluency. If the student is not responding, stop the screening. When rescreening, check only the letters that were previously unknown.

Kindergarten students should know the letter in four different ways:

name most uppercase letters	name most lowercase letters	say the most common speech sound associated with letters	give a word that starts with that sound
-----------------------------	-----------------------------	--	---

UPPER CASE LETTERS

M

S

D

F

G

L

J

U

R

W

B

N

O

C

X

E

Z

Q

A

H

T

Y

K

I

V

P

LOWER CASE LETTERS

m	s	d	f	g
l	j	u	r	w
b	n	o	c	x
e	z	q	a	h
t	y	k	i	v
		p		

VOWELS

a	e	i	o	u
A	E	I	O	U

Letter Association Score Sheet

Name:	Birthdate:
-------	------------

	Letter Recognition							Letter Sound			Word that begins		
	Fall	Winter	Spring		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
M				m									
S				s									
D				d									
F				f									
G				g									
L				l									
J				j									
U				u									
R				r									
W				w									
B				b									
N				n									
O				o									
C				c									
X				x									
E				e									
Z				z									
Q				q									
A				a									
H				h									
T				t									
Y				y									
K				k									
I				i									
V				v									
P				p									
Total													

Confusions:	Letters Unknown:	Comments:
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Kindergarten Phonological Screen Assessment (Mort 2016)

As part of phonological awareness, kindergarten students are expected to hear and create rhyming words by the end of June.

Discriminating between rhyming and non-rhyming words:

Teacher	I am going to say two words and ask you if they rhyme. Listen carefully!
Teacher	Fan rhymes with man. Do fan and boy rhyme?

Notes: _____

Words	Script	Response	
look/took	Look rhymes with book. Do look and took rhyme?		
fun/sun	Fun rhymes with bun. Do fun and sun rhyme?		
farm/car	Farm rhymes with charm. Do farm and car rhyme?		
hop/sand	Hop rhymes with top. Do hop and sand rhyme?		
dad/sad	Dad rhymes with pad. Do dad and sad rhyme?		

Creating words that rhyme:

Teacher	I am going to tell you a word and I want you to tell me a word that rhymes with it. Listen carefully.
Teacher Demonstration	Tell me a word that rhymes with bat.

Notes: _____

Word	Script	Response	
rap	Tell me a word that rhymes with rap.		
cat	Tell me a word that rhymes with cat.		
same	Tell me a word that rhymes with same.		
trouble	Tell me a word that rhymes with trouble.		
flower	Tell me a word that rhymes with flower.		

Isolate initial letters

As part of phonemic awareness, Kindergarten students are expected identify phonemes.

Materials: 3 blocks – 2 of the same colour (see kit)

Place the blocks in a row with different coloured block at the beginning of the row:

Teacher:	I'm going to say a word and ask you to tell me the beginning of our first sound of the word. Listen carefully.
Teacher Demonstration	Say "cat." Then ask "what's the beginning sound in the word cat?" or "What sound does the word cat start with?" Point to the first block.

Notes: _____

Say:	Script	Response	
bug	What sound does the word bug start with?"		
sick	What sound does the word sick start with?"		
pan	"What sound does the word pan start with?"		
duck	"What sound does the word duck start with?"		
tall	"What sound does the word fudge start with?"		

Isolate final letters (optional)

Materials: 3 blocks – 2 of the same colour (see kit)

Place the blocks in a row with different coloured block at the end of the row:

Teacher:	I'm going to say a word and ask you to tell me the sound you hear at the end of the word. Listen carefully.
Teacher Demonstration	Say "sad." Then ask "what's the ending sound in the word sad?" or "What sound does the word cat end with?" Point to the last block.

Notes: _____

Say:	Script	Response	
tub	What sound does the word tub end with?"		
rat	What sound does the word rat end with?"		
book	"What sound does the word book end with?"		
sweep	"What sound does the word sweep end with?"		
bag	"What sound does the word bag end with?"		

Blend Syllables

Teacher	"I will say the parts of a word and you are to tell me what the word is."
Teacher Demonstration	"ta-ble" "ba-na-na"

Say:	Response	
ba-by		
win-dow		
kin-der-gar-ten		
pop-si-cle		
ham-bur-ger		

Segment (words in sentences)

Teacher	I will say a sentence and I want you to tap one time for each word that I say.
Teacher Demonstration	"My house is big" (Please tap the table once for each word in the sentence).

Say:	Response	
I like school.	3 taps	
My dog is black.	4 taps	
The sun is so hot.	4 taps	
I have five red hats.	5 taps	
Birds can fly up high.	5 taps	

Delete Parts of Compound Words

Teacher	"Listen – I will say a word to you and say it again without one of its parts."
Teacher Demonstration	"cowboy" Now I'll say it again but I won't say "boy." The answer is "cow." Now I want you to try. Say "football." Now say it again but do not say "foot." (Answer: "ball.")

Say:	Script	Response	
mailbag	Say it again, but don't say bag.	mail	
sunlight	Say it again, but don't say sun.	light	
backpack	Say it again, but don't say pack.	back	
shoelace	Say it again, but don't say lace.	shoe	
driveway	Say it again, but don't say drive.	way	

B. Oral Language (Mort 2016)

Receptive	K - Jan.		K - June	
	Concern	Concern	Concern	Concern
	no	yes	no	yes
Understands classroom language and follows classroom routines				
Understands vocabulary specific to subject and situation				
Follows oral directions				
Expressive				
Shares personal experiences and feelings related to classroom topics and book discussions				
Speaks fluently and with expression				
Asks appropriate questions				
Can retell aspects of a story and give information about a topic				
Uses language to explain, inquire and compare				
Uses speech that is understandable- produces speech sounds correctly				
Uses appropriate vocabulary for subject and situation				
Social				
Is an active participant in classroom language activities				
Understands and uses appropriate social conventions for conversations when listening and speaking				
Ignores distractions and stays focused for short periods of time during listening activities				

C. Concepts of Print (Clay 2002)

Using Sand or Follow Me Moon (put a check mark in each box where a child answers correctly).

Cover	Say to the child: <i>I'm going to read you this story but I want you to help me.</i>	Correct? ✓
	Orientation of Book - Hand the child the book, holding it vertically so that the spine faces the child. Ask:	
	• Where is the front of the book?	
	• Where is the back of the book?	
	• Where is the title of the book?	
Page 2/3	• Open the book to where the story begins (child can open the book to title page for first page of the story).	
	Print, not pictures, carries the message – Say:	
	• I will read this story. You help me. Show me where to start reading/ Where do I begin to read?	
	Read text on page 2	
Page 4/5	Direction of Print – Say:	
	• Show me where to start reading (top left)	
	• Which way do I go? Use your finger to show me (left to right)	
	• Where do I go after that? (return sweep to left or moving down page)	
	One-to-one Correspondence – Say:	
	• Point to the first word on the page.	
	• I am going to start reading and you point to each word as I read them.	
Page 6	Read text on page 4	
	Concept of first and last - Read text on page 6. Say:	
	• Show me the first part of the story.	
	• Show me the last part of the story.	
Page 7	Inversion of the picture - Say:	
	• Show me the bottom of the picture.	
Page 8 & 9	Response to inverted print - Say:	
	• Where do I begin?	
	• Which way shall I go?	
Page 10 & 11	Line Sequence - Say:	
	• What's wrong with this?	
	Read immediately the bottom line first, then the top line. Do not point.	

Page 12 & 13	A left page is read before a right page - Say:	
	<ul style="list-style-type: none"> Where do I start reading? 	
	Word sequence - Say:	
	<ul style="list-style-type: none"> What's wrong on this page? Read the text on page 12 slowly as if it were correctly printed. 	
	Letter order - Say:	
	<ul style="list-style-type: none"> What's wrong on page 13? Read the teact on page 13 slowly as if it were correctly printed. 	
Page 14 & 15	Re-ordering of letters within a word - Say:	
	<ul style="list-style-type: none"> What's wrong with the writing on this page? 	
	Meaning of a question mark - Say:	
	<ul style="list-style-type: none"> What's this for? 	
Page 16 & 17	Punctuation – Read the text on page 16. Say:	
	<ul style="list-style-type: none"> What's this for? Point to the period 	
	<ul style="list-style-type: none"> What's this for? Point to the comma 	
	<ul style="list-style-type: none"> What's this for? Point to the quotation marks 	
	Capital and Lower-case Letters –	
	<ul style="list-style-type: none"> Point to a capitol letter and say find a little letter like this. Complete this with all the capital and lower case letters on the page. 	
Page 18 & 19	Reversible words – Read text on page 18. Say:	
	<ul style="list-style-type: none"> Show me was. 	
	<ul style="list-style-type: none"> Show me no. 	
Page 20	Letter concepts – Say: This story says (read it out loud)	
	<ul style="list-style-type: none"> I want you to cover up the story until all you see is JUST ONE LETTER. (demonstrate sliding card across page over letters) 	
	<ul style="list-style-type: none"> Now show me two letters. 	
	<ul style="list-style-type: none"> Show me just one word. 	
	<ul style="list-style-type: none"> Show me the first letter of a word. 	
	<ul style="list-style-type: none"> Show me the last letter of a word. 	
	<ul style="list-style-type: none"> Show me a capital letter. 	

D. Word Recognition

Research states, kindergarten students are capable of mastering all of the words below:

Pre-primer

a	and	away	big	blue
can	come	down	find	for
fun	funny	go	help	here
I	in	is	it	jump
little	look	make	me	my
not	one	play	red	said
see	the	three	to	two
up	we	where	yellow	you

Primer

all	am	are	at	ate
be	black	brown	but	came
did	do	eat	four	get
good	have	he	into	like
must	new	no	now	on
our	out	please	pretty	ran
ride	saw	say	she	so
soon	that	there	they	this
too	under	want	was	well
went	what	white	who	will
with	yes			

The BC renewed curriculum states kindergarten students will recognize some of these familiar words. The list of words from the SD20 2017 Kindergarten Assessment are highlighted in yellow for reference.

E. Kindergarten Reading Assessment Tool

This Kindergarten Reading Assessment is a tool to capture early reading-like behaviour at the beginning of the year, which can be used to guide your reading instruction during the first term. Students will experience the book, *The Chicken Thief*, by Béatrice Rodriguez. We have built the assessment to take place over the course of two days (minimum) with support from a co-teacher. It can be woven into ongoing instructional activities such as Group Time, Story Time, Reading Time, and Center Time.

To encourage students to view themselves as readers, this assessment uses a wordless picture book. You will be able to gather valuable information about how your students approach books and how they engage in reading-like behaviour. A two-day outline is detailed below as well as a script, rationale, and points to consider.

Framework for Fall Assessment:

Book Title	The Chicken Thief
Materials	1 Copy of the Chicken Thief Class set of Question & Answer Sheet Large Sequencing Cards (6 laminated + 1 copy) Medium Sequencing Cards (6 laminated + 1 copy)
Day 1	Set the Stage Read the story Work with the Story
Day 2	Revisit the Story Draw Story Conference with Students
Day 3 & 4	If needed, conference with students
Future	After you have assessed student reading behaviour and strengths, there are many activities suggested to encourage more work with oral language and writing (included in the kit).

Key points to Keep in Mind:

- ★ Completing this with a co-teacher or support person is highly recommended.
- ★ The assessment is best woven into ongoing instructional activities such as group time, story time, reading time, and center time.
- ★ This assessment should allow students to exhibit their **strengths**.

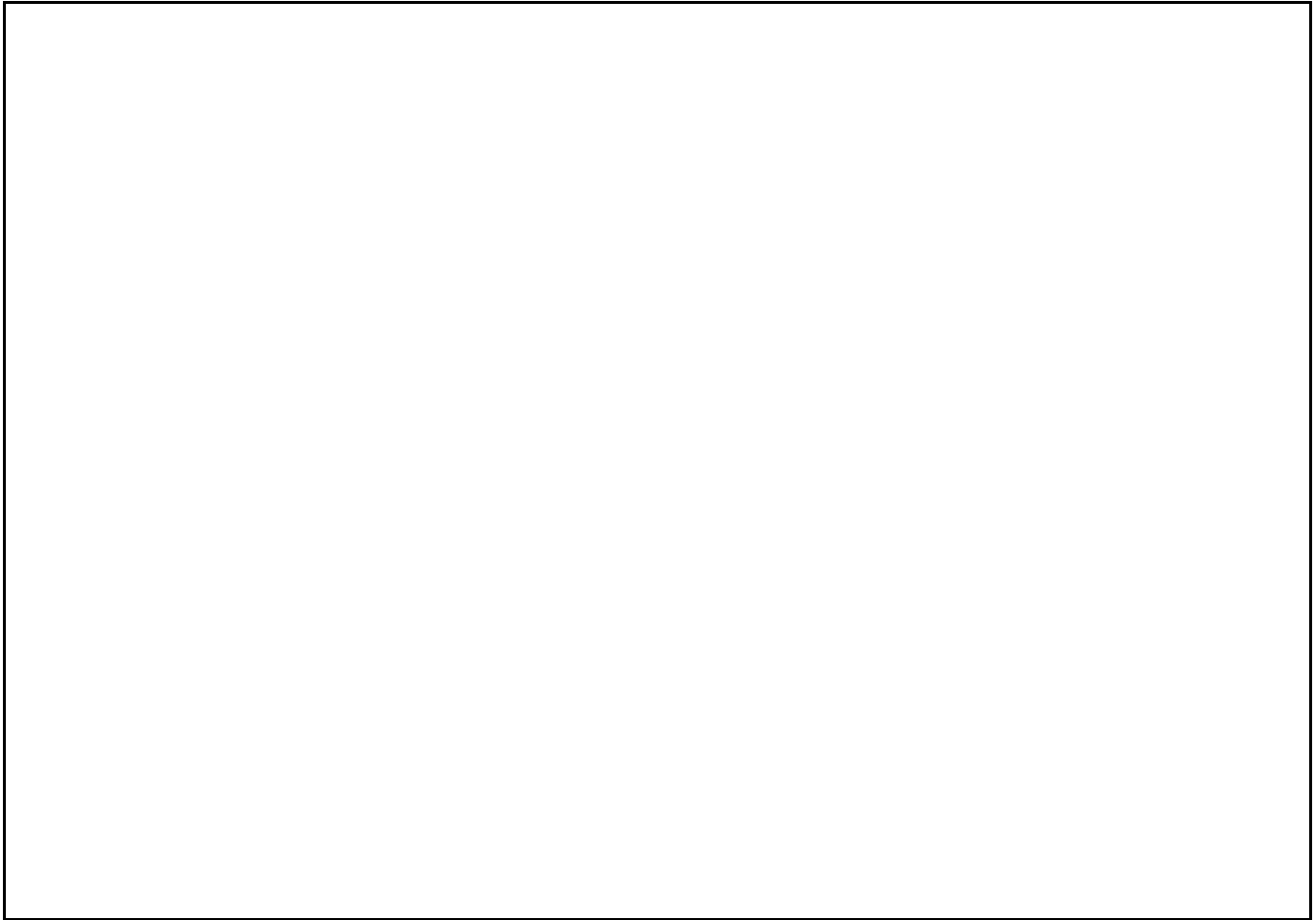


“Bear, rabbit, and rooster give chase, but in a twist on the usual children’s story, the fox is not a villain. Rather, he tenderly holds hen as he runs into the night. A funny and life-affirming story, the Chicken Thief defies expectations, enlivening the mind with its clearness while going straight for the heart.”

DAY 1		
Rationale	Steps	Points to Consider
It is important that students understand the purpose of the assessment and how the information is going to be used.	<p>“Today we are all going to look at a story called, <i>The Chicken Thief</i>. After we look at the pictures and read the book together, you will have some time to look at the pictures yourself and read or tell the story to each other in small groups.</p>	Make sure the students know what you want them to do after they have finished, and that they have the materials they need.
Proficient readers access background knowledge (schema) before they read to increase their understanding.	<p>“Let’s think about the title before we look at the book. It’s called <i>The Chicken Thief</i>. What do you think this story is going to be about? What do we know from the title? What can we learn from the picture on the cover?</p> <p>Ask the class to share predictions and connections about the story so everyone hears the same information.</p> <p>After 3 students have shared with the whole class, encourage individual students to recall the ideas just shared.</p> <p>“Let’s turn the pages and find out what happens.”</p>	A picture walk introduces the story vocabulary. As you read the book (look at the pictures) it is important for key vocabulary to be shared. This provides students with some of the background knowledge they need in order to tell the story.
Proficient readers read with a purpose.	<p>Look at the sequence activity cards together.</p> <p>“Let’s look at this activity together BEFORE you tell the story to each other.”</p> <p>“Notice these cards are the same as the pages in the book.”</p> <p>“Which one of these cards shows where the story begins?” “See the Number 1?”</p> <p>“Work with your group and put the cards in the right order. Work together to tell the story.”</p>	Working together to put the story in the proper sequence will support students with retelling.

DAY 2		
Rationale	Steps	Points to Consider
	<p>“Today we are going to read <i>The Chicken Thief</i> again. Then you will draw a picture about the story. You can write some letters or words to go with your picture if you want to.</p> <p>While you are drawing, you are each going to have a turn to share the story with me.”</p> <p>“Do you remember what this story is about? What happened in this story?”</p> <p>“Let’s read it together again.”</p>	
Proficient readers read with a purpose.	<p>Look at one Question and Answer Sheet together.</p> <p>“Let’s look at this sheet together BEFORE you begin, so that you know what you need to do.”</p> <p>“I’ll put my finger on the big square. This is where you will draw your picture about the story, <i>The Chicken Thief</i>, and write your words. Try to show who is in the story and what they are doing.”</p>	If a student requires additional support during the assessment and if support is given, record this information for use in planning for instruction.
The oral reading provides a great deal of information about how the students interact with a book, how much background knowledge and vocabulary the students have connected to, and if they are able to tell a story.	<p>“You now know what you have to do. I also have a part to do. My part is to talk to you about the story.”</p> <p>Students will read from your copy of the book. Record your observations and scribe answers to questions on the back of the Q&A sheet.</p>	<p>It is important that all students share the book with you.</p> <p>One-to-one time is valuable.</p> <p>No one reader is singled out.</p> <p>Most students are comfortable sharing a story in the classroom, while others may be more comfortable in another setting.</p>

The interview allows students to demonstrate their understanding orally.	“After sharing the story with you, I will look at your drawing and ask you a few questions.”	
		Give the students about 5 minutes to settle before you start the Book and Sharing Interviews.
Assessments should allow students to exhibit their strengths.	Give students the time they need to finish the assessment.	It usually takes most students between 10 and 20 minutes.



Conference Question: Tell me about your picture. What else can you tell me about the book we just read? (Teacher scribes):

Framework for Winter Assessment:

Book Title	Fox's Garden
Materials	1 Copy of Fox's Garden Class set of Q&A Sheet Word & Picture-Matching Cards
Day 1	Set the Stage Read the story Add one word to page spreads
Day 2	Revisit the Story Word Matching activity Conference with Students
Day 3 & 4	If needed, conference with students
Future	After you have assessed student reading behaviour and strengths, there are many activities suggested to encourage more work with oral language and writing (included in the kit).

Key points to Keep in Mind:

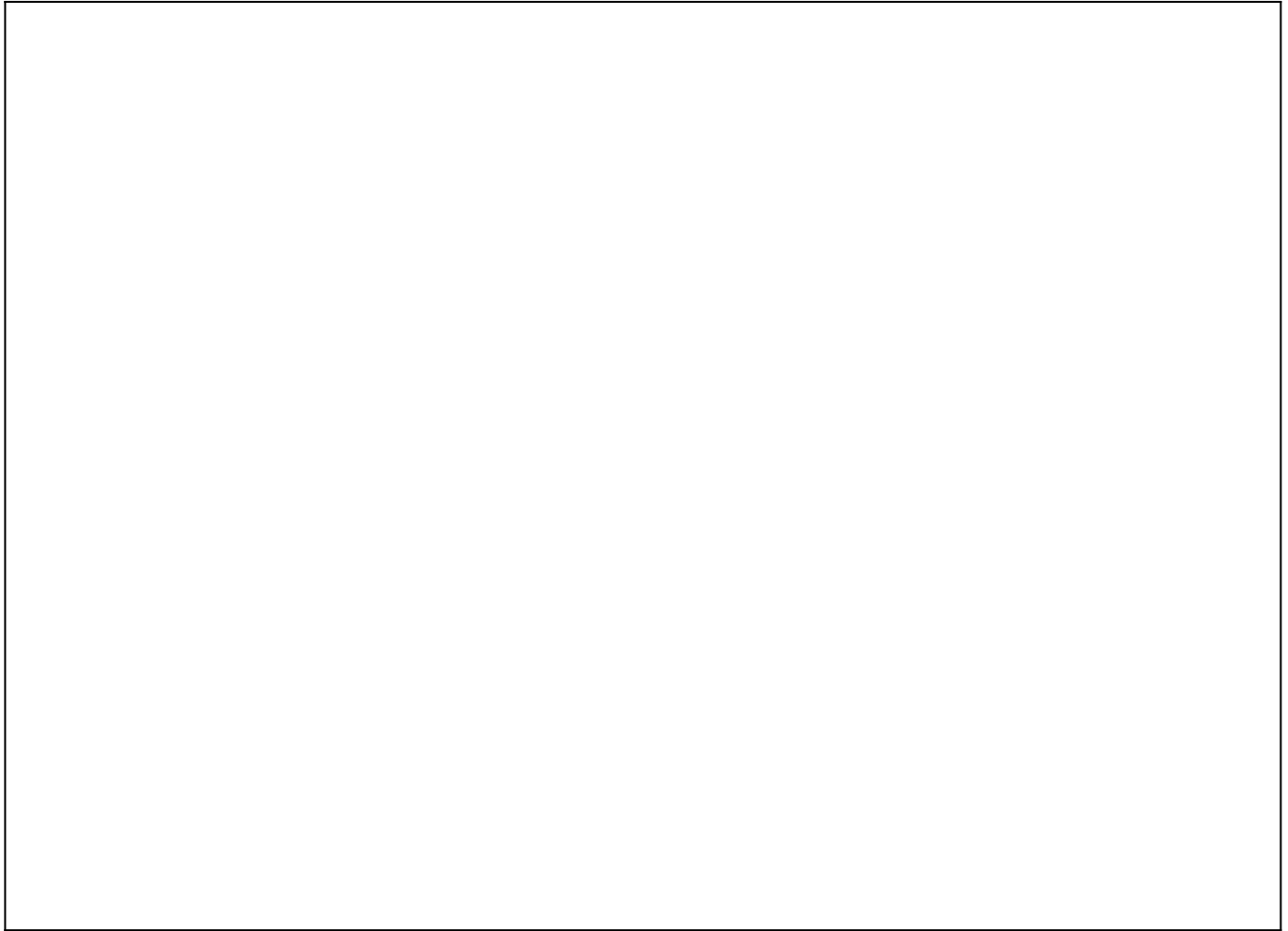
- ★ Completing this with a co-teacher or support person is highly recommended.
- ★ The assessment is best woven into ongoing instructional activities such as group time, story time, reading time, and center time.
- ★ This assessment should allow students to exhibit their **strengths**.



"Chased away by the grownups, Fox takes shelter in a greenhouse. A little boy sees this from his window. Without hesitating, he brings a basket of food to the greenhouse, where he leaves it for the fox. His gift is noticed, and the night becomes a garden of new life, nourished by compassion and kindness."

DAY 1		
Rationale	Steps	Points to Consider
It is important that students understand the purpose of the assessment and how the information is going to be used.	<p>"Today we are all going to look at a story called <i>Fox's Garden</i>. After we look at the pictures and read the book together, you will have some time to look at the pictures yourself and read or tell the story to each other in small groups.</p>	Make sure the students know what you want them to do after they have finished, and that they have the materials they need.
Proficient readers access background knowledge (schema) before they read to increase their understanding.	<p>"Let's think about the title before we look at the book. Can you tell me where the title of the book is? Do you see where the author's name is?</p> <p>"So, the book is titled, Fox's Garden" What do you know about foxes?</p> <p>Spend a few minutes gathering facts about foxes.</p> <p>"Let's turn the pages and find out what happens."</p> <p>Students explore the story with the teacher.</p>	A picture walk introduces the story vocabulary. As you read the book (look at the pictures) it is important for key vocabulary to be shared. This provides students with some of the background knowledge they need to tell the story.
Proficient readers read with a purpose.	<p>Look at the Word Cards.</p> <p>"Notice these words. Let's read them together."</p> <p>"Let's match each word to a picture in the book. Now let's read the story again using one word for each picture."</p> <p>Support students in telling the story with one word for each picture spread.</p>	This activity is meant to encourage associating print with storytelling.

DAY 2		
Rationale	Steps	Points to Consider
	<p>“Today we are going to read <i>Fox’s Garden</i> again. Then you will tell the story with the words. Then you will draw a picture about the story. You can write some letters or words to go with your picture if you want to.</p> <p>While you are drawing, you are each going to have a turn to share the story with me.”</p> <p>“Do you remember what this story is about? What happened in this story?”</p> <p>“Let’s read it together again.”</p>	
Proficient readers read with a purpose.	<p>Look at one Question and Answer Sheet together.</p> <p>“Let’s look at this sheet together BEFORE you begin, so that you know what you need to do.”</p> <p>“I’ll put my finger on the big square. This is where you will draw your picture about the story, <i>Fox’s Garden</i>, and write your words. Try to show who is in the story and what they are doing.”</p>	If a student requires additional support during the assessment and if support is given, record this information for use in planning for instruction.
The oral reading provides a great deal of information about how the students interact with a book, how much background knowledge and vocabulary the students have connected to, and if they are able to tell a story.	<p>“You now know what you have to do. I also have a part to do. My part is to talk to you about the story.”</p> <p>Students will read from your copy of the book. Record your observations and scribe answers to questions on the back of the Q&A sheet.</p>	<p>It is important that all students share the book with you.</p> <p>One-to-one time is valuable.</p> <p>No one reader is singled out.</p> <p>Most students are comfortable sharing a story in the classroom, while others may be more comfortable in another setting.</p>
The interview allows students to demonstrate their understanding orally.	“After sharing the story with you, I will look at your drawing and ask you a few questions.”	Give the students about 5 minutes to settle before you start the Book and Sharing Interviews.
Assessments should allow students to exhibit their strengths.	Give students the time they need to finish the assessment.	It usually takes most students between 10 and 20 minutes.



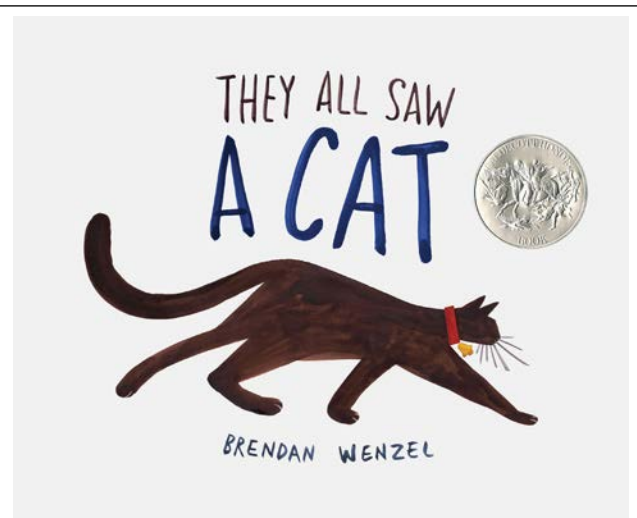
Conference Question: Tell me about your picture. Can you tell me what might be in the basket the boy brings? How do you know? What else can you tell me about the book we just read? (Teacher scribes):

Framework for Spring Assessment:

Book Title	They All Saw a Cat
Materials	1 Copy of <i>They All Saw a Cat</i> Class set of Question and Answer Sheet Laminated picture of child and all the animals Word cards for labelling the picture
Day 1	Set the Stage Read the story Label the picture
Day 2	Revisit the Story Draw Story Conference with Students
Day 3 & 4	If needed, conference with students
Future	After you have assessed student reading behaviour and strengths, there are many activities suggested to encourage more work with oral language and writing (included in the kit).

Key points to Keep in Mind:

- ★ Completing this with a co-teacher or support person is highly recommended.
- ★ The assessment is best woven into ongoing instructional activities such as group time, story time, reading time, and center time.
- ★ This assessment should allow students to exhibit their **strengths**.

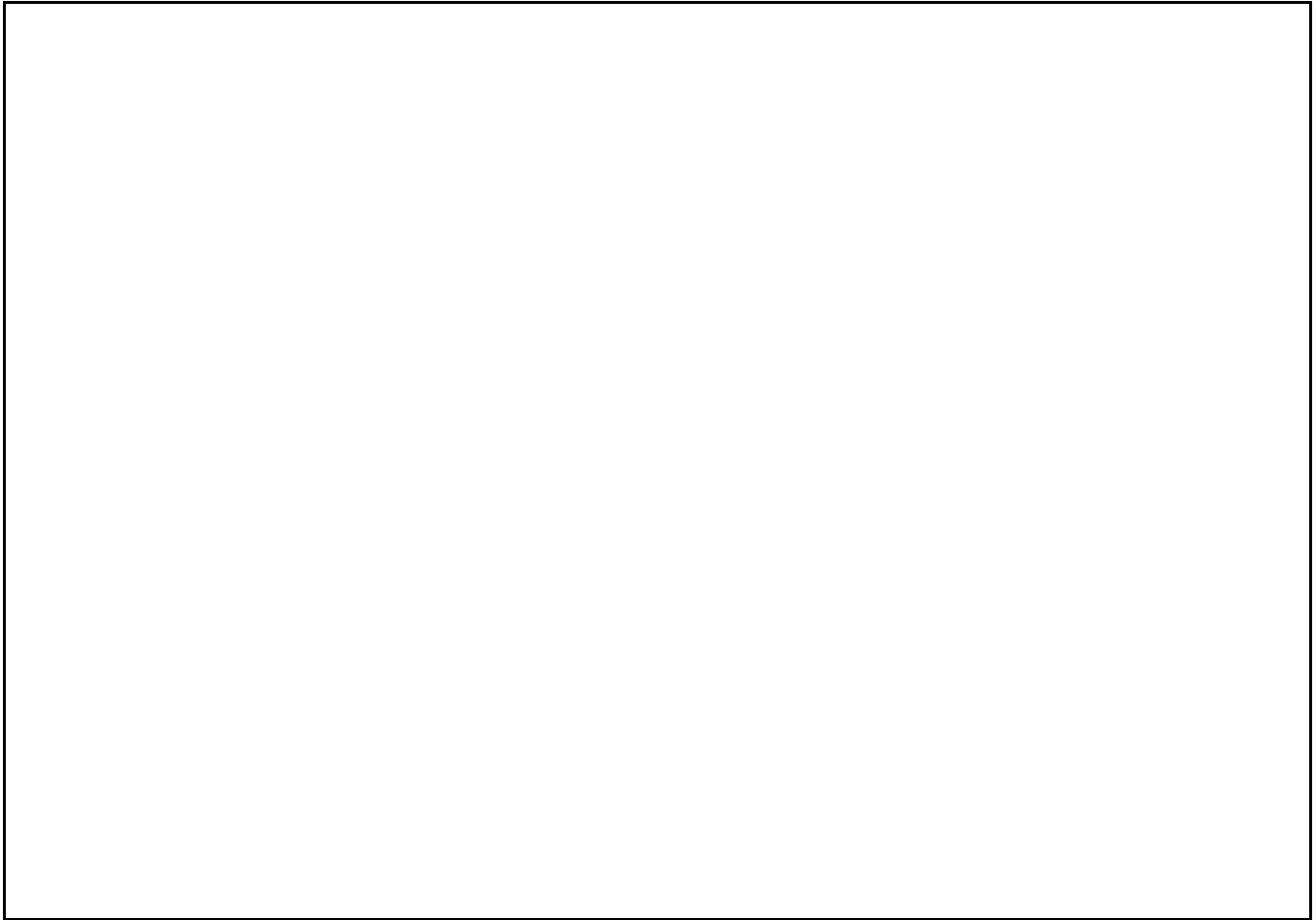


“They all saw a cat follows a belled house cat as it walks through the world, with its whiskers, ears, and paws. After a young child pets it, it's seen by a dog, then a fox, a fish, a mouse, a bee, a bird, a flea, a snake, a skunk, a worm, and a bat, each providing an opportunity for the cat to show the unique perspective of the animal that's viewing it. Finally, the cat came to the water, and the reader is invited to imagine what it saw when I peered in.”

Suggested Guide for They All Saw a Cat:

DAY 1		
Rationale	Steps	Points to Consider
It is important that students understand the purpose of the assessment and how the information is going to be used.	<p>"Today we are all going to look at a story called, <i>They All Saw a Cat</i>. After we look at the pictures and read the book together, you will have some time to talk about the book with a partner, and practice some of the words in the book ."</p>	Make sure the students know what you want them to do after they have finished, and that they have the materials they need.
Proficient readers access background knowledge (schema) before they read to increase their understanding.	<p>"Let's think about the title before we look at the book. It's called <i>They All Saw a Cat</i>. What do you know about cats? What do you think this book is going to be about?"</p> <p>Ask the class to share predictions and connections about the story so everyone hears the same information.</p> <p>After 3 students have shared with the whole class, encourage individual students to recall the ideas just shared.</p> <p>"Let's turn the pages and find out what happens."</p>	<p>A picture walk introduces the story vocabulary. As you read the book (look at the pictures) it is important for key vocabulary to be shared. This provides students with some of the background knowledge they need to tell the story.</p> <p>Also consider having students choral read the phrase, "The cat walked through the world with its whiskers, ears, and paws . . ." This phrase shows up a few times throughout the book, so students will benefit from memorizing this together.</p>
Proficient readers make connections and express likes and dislikes.	<p>"Now you will talk to your partner about the book. Tell your partner something you liked! Was there anything you didn't like?"</p> <p>"There are a lot of words in this book that you already know! What are some strategies we can use when we don't know a word?"</p> <p>"The last activity for today is to LABEL this picture!" (Using the picture of the child and all the animals). I would like you to use the strategies we talked about and see if you and your partner can match all of the words to the picture on this page."</p> <p>"Notice these words. Let's read them together."</p> <p>"Let's match each word to a picture in the book. Now let's read the story again using one word for each picture."</p> <p>Support students in telling the story with one word for each picture spread.</p>	This activity is meant to encourage talk about reading strategies and matching text to pictures.

DAY 2		
Rationale	Steps	Points to Consider
	<p>“Today we are going to read <i>They All Saw a Cat</i> again. Then you will draw a picture about the book. You can write some letters or words to go with your picture if you want to. While you are drawing, you are each going to have a turn to tell me what you found out from this book.”</p> <p>“Do you remember what this story is about? What happened in this story?”</p> <p>“Let’s read it together again.”</p>	
Proficient readers read with a purpose.	<p>Look at one Question and Answer Sheet together.</p> <p>“Let’s look at this sheet together BEFORE you begin, so that you know what you need to do.”</p> <p>“I’ll put my finger on the big square. This is where you will draw your picture about the story, <i>They All Saw a Cat</i> and write your words. Try to show what you found out about the cat and the other animals.”</p>	If a student requires support with a question during the assessment and if support is given, record this information for use in planning for instruction.
<p>The oral reading provides a great deal of information about the strategies that students use when decoding and comprehending text.</p> <p>(It is very helpful to have a co-teacher support with this aspect of the assessment!)</p>	<p>“You now know what you have to do. I also have a part to do. My part is to talk to you about the story.”</p> <p>Students will read from your copy of the book. Record your observations and scribe answers to questions on the back of the Q&A sheet.</p>	<p>It is important that all students share the book with you.</p> <p>One-to-one time is valuable.</p> <p>No one reader is singled out.</p> <p>Most students are comfortable sharing a story in the classroom, while others may be more comfortable in another setting.</p>
The interview allows students to demonstrate their understanding orally.	“After sharing the story with you, I will look at your drawing and ask you a few questions.”	Give the students about 5 minutes to settle before you start the Book and Sharing Interviews.
Assessments should allow students to exhibit their strengths.	Give students the time they need to finish the assessment.	It usually takes most students between 10 and 20 minutes.



Conference Question: Tell me about your picture. What else can you tell me about the book we just read? (Teacher scribes):

F. Kindergarten Emergent Writing Sample (Mort 2016)

Using the template on the next page, complete the following three tasks to create an emergent writing sample. Use the checklist below to record observations. Say:

1. I want to see how many letters of the alphabet you can print. Print as many letters as you can!
2. I want to see how many words you can write. Can you write your first name? Can you write your last name? If a child appears to be unable, ask if he or she knows any single letter words or two letter words.
3. Do you know to how write: is... to... I... then suggest other words like a... in... am... see... we... at... go... me... on... up...
 - If a child struggles, use the following questions as guidelines:
 - Do you know how to write any children's or families names?
 - Do you know how to write things you do?
 - Do you know how to write about things in your house?
 - Do you know the names of things you ride?
 - Do you know how to write about things you eat?

Emergent Writing Kindergarten Checklist (Mort 2016)

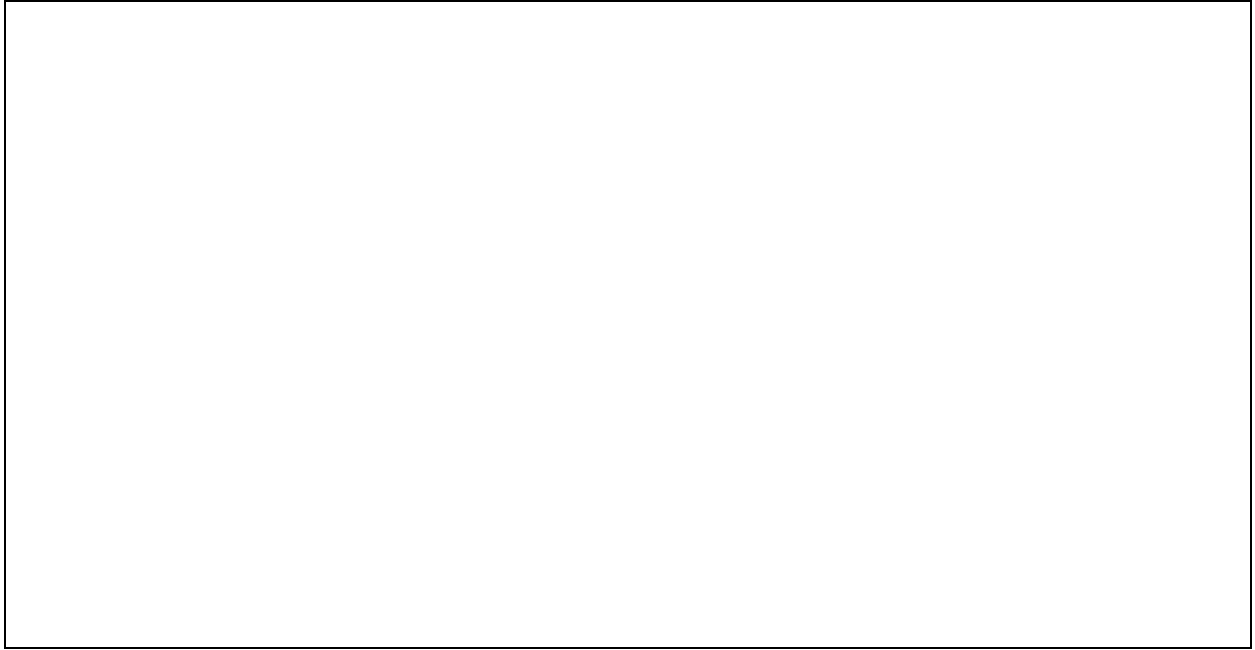
Skill	Fall	Winter	Spring
Is beginning to hear and record sounds in words			
Shows an understanding that the sequence of letters in a written word represents the sequence of sounds and phonemes in spoken word			
Prints own names and the names of some family members or friends			
Usually prints from left to right and from top to bottom			
Prints most letters recognizably			
Spells some high frequency words conventionally			
Prints rising invented spelling and orally describes what has been written			
Shows an understanding that the same arrangements of letters construct the same word			

Emergent Writing Sample

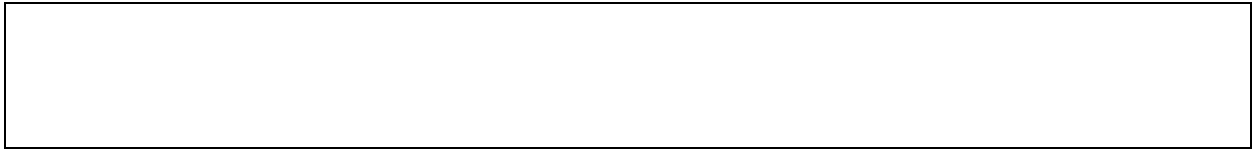
Date: _____

Name: _____

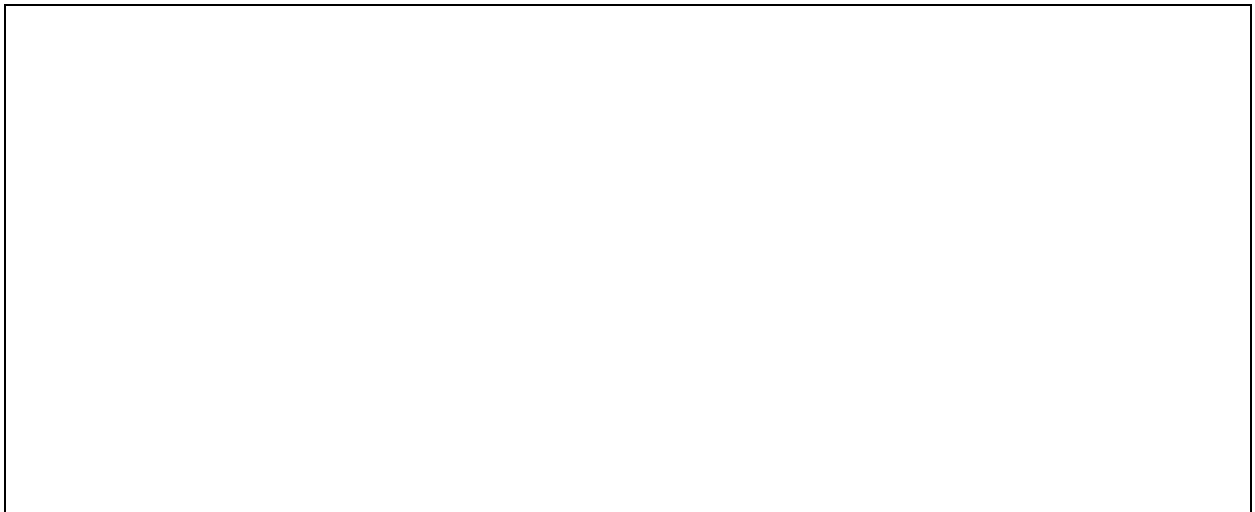
Print the alphabet:



Print your name:



Print as many words as you can:



Grade One Early Literacy Screening Package

A. Alphabetic Principle (Mort 2016)

Grade one students should know and understand the alphabetic principle by December of their grade one year. Have one copy of the upper and lowercase and vowel letter pages for us with all students. Use a cover sheet and show the student one line at a time. The student should respond unprompted within 2-3 seconds to demonstrate automaticity and fluency. If the student is not responding, stop the screening. When rescreening, check only the letters that were previously unknown.

Students should know the letter in four different ways:

name most uppercase letters	name most lowercase letters	say the most common speech sound associated with letters	give a word that starts with that sound
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UPPER CASE LETTERS

M	S	D	F	G
L	J	U	R	W
B	N	O	C	X
E	Z	Q	A	H
T	Y	K	I	V
		P		

LOWER CASE LETTERS

m	s	d	f	g
l	j	u	r	w
b	n	o	c	x
e	z	q	a	h
t	y	k	i	v
		p		

VOWELS

a	e	i	o	u
A	E	I	O	U

Letter Association Score Sheet

Name:	Birthdate:
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	Letter Recognition							Letter Sound			Word that begins		
	Fall	Winter	Spring		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
M				m									
S				s									
D				d									
F				f									
G				g									
L				l									
J				j									
U				u									
R				r									
W				w									
B				b									
N				n									
O				o									
C				c									
X				x									
E				e									
Z				z									
Q				q									
A				a									
H				h									
T				t									
Y				y									
K				k									
I				i									
V				v									
P				p									
Total													

Confusions:	Letters Unknown:	Comments:
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B. Grade One Phonological Screen Assessment (Mort 2016)

Continue to teach and practice the following skills as needed:

Discriminating between rhyming and non-rhyming words:

Teacher	I am going to say two words and ask you if they rhyme. Listen carefully!
Teacher	Fan rhymes with man. Do fan and boy rhyme?

Notes: _____

Words	Script	Response	
cat/hat	Cat rhymes with hat. Do cat and bat rhyme?		
sun/run	Sun rhymes with run. Do sun and boy rhyme?		
dog/log	Dog rhymes with log. Do dog and frog rhyme?		
dish/wish	Dish rhymes with wish. Do dish and hot rhyme?		
wet/set	Wet rhymes with set. Do wet and bet rhyme?		

Creating words that rhyme:

Teacher	I am going to tell you a word and I want you to tell me a word that rhymes with it. Listen carefully.
Teacher Demonstration	Tell me a word that rhymes with bed.

Notes: _____

Word	Script	Response	
rap	Tell me a word that rhymes with rap.		
tin	Tell me a word that rhymes with tin.		
name	Tell me a word that rhymes with name.		
double	Tell me a word that rhymes with double.		
power	Tell me a word that rhymes with power.		

Isolate initial letters – Part A

Materials: 3 blocks – 2 of the same colour (see kit)

Place the blocks in a row with different coloured block at the beginning of the row:

Teacher:	I'm going to say a word and ask you to tell me the beginning of our first sound of the word. Listen carefully.
Teacher Demonstration	Say "cat." Then ask "what's the beginning sound in the word cat?" or "What sound does the word cat start with?" Point to the first block.

Say:	Script	Response	
mouse	What sound does the word mouse start with?"		
bat	What sound does the word bat start with?"		
laugh	"What sound does the word laugh start with?"		
fall	"What sound does the word fall start with?"		
red	"What sound does the word red start with?"		

Isolate initial letters – Part B

Script:	Response
Do fill and fog start with the same sound?	
Do bed and boy start with the same sound?	
Do mouse and two start with the same sound?	
Do ship and shine start with the same sound?	
Do red and car start with the same sound?	

Notes:

Isolate Medial Letters (Mort, 2016)

Materials: 3 blocks – 2 of the same color

Place blocks in a row with different colored block in the middle of the row:



Teacher	"I'm going to tell you a word and ask you to tell me the middle sound in the word. Listen carefully."
Teacher Demonstration	Say: "Cat" Then ask "What's the middle sound in the word cat?" Point to the middle block Additional demonstration words: dog, mouse

Word:	Response:	
bug		
sick		
pan		
duck		
fudge		

Isolate Final Letters (Mort, 2016)

Materials: 3 blocks – 2 of the same color

Place blocks in a row with different colored block in the end of the row:



Teacher	"I'm going to tell you a word and ask you to tell me the ending sound in the word. Listen carefully."
Teacher Demonstration	Say: "Cat" Then ask "What's the end sound in the word cat?" Point to the end block Additional demonstration words: dog, ham

Word:	Response:	
rat		
dig		
said		
look		
deep		

Blend syllables:

Teacher	"I will say the parts of a word and you are to tell me what the word is."
Teacher Demonstration	"bed-room" "suit-case"

Say:	Response	
Birth-day		
pen-cil		
s-oa-p		
c-l-o-ck		
f-i-sh		

Blend phonemes/letters:

Teacher	"I will say the parts of a word and tell me the word."
Teacher Demonstration	"c-a-t" "d-o-g"

Say:	Response	
b-oy		
m-a-n		
c-l-ea-n		
w-i-n-d-ow		
b-a-b-y		

Segment (words in sentences)

Teacher	I will say a sentence and I want you to tap one time for each word that I say.
Teacher Demonstration	"My house is big" (Please tap the table once for each word in the sentence).

Say:	Response	
Tom can jump.	3 taps	
My dog is black.	4 taps	
Some animals can hop.	4 taps	
I have six blue books.	5 taps	
The kite is up high.	5 taps	

Segment Phonemes

Teacher	I will say a word and I want you to tap one time for each sound in the word.
Teacher Demonstration	"cat" (Please tap the table once for each sound in the word).

Say:	Response	
on	2 taps	
clap	4 taps	
seashell	5 taps	
plant	5 taps	
slip	4 taps	

Delete Parts of Compound Words

Teacher	"Listen – I will say a word to you and say it again without one of its parts.
Teacher Demonstration	"cowboy" Now I'll say it again but I won't say "boy." The answer is "cow." Now I want you to try. Say "football." Now say it again but do not say "foot." (Answer: "ball.")

Say:	Script	Response	
mailbag	Say it again, but don't say bag.	mail	
sunlight	Say it again, but don't say sun.	light	
backpack	Say it again, but don't say pack.	back	
shoelace	Say it again, but don't say lace.	shoe	
driveway	Say it again, but don't say drive.	way	

Segment Syllables

Teacher	I will say a word and I want you to tap one time for each part of the word.
Teacher Demonstration	"banana" (Please tap the table once for each part of the word).

Say:	Response	
cowboy	2 taps	
baseball	2 taps	
computer	3 taps	
watermelon	4 taps	
refrigerator	5 taps	

C. Oral Language (Mort 2016)

Receptive	Gr. 1-Jan.		Gr. 1-June	
	Concern	Concern	Concern	Concern
	no	yes	no	yes
Understands classroom language and follows classroom routines				
understands vocabulary specific to subject and situation				
Follows oral directions				
Expressive				
Shares personal experiences and feelings related to classroom topics and book discussions				
Speaks fluently and with expression				
Asks appropriate questions				
Can retell aspects of a story and give information about a topic				
Uses language to explain, inquire and compare				
Uses speech that is understandable- produces speech sounds correctly				
Uses appropriate vocabulary for subject and situation				
Social				
Is an active participant in classroom language activities				
Understands and uses appropriate social conventions for conversations when listening and speaking				
Ignores distractions and stays focused for short periods of time during listening activities				

D. Concepts of Print (Clay 2002)

Using Stones or No Shoes (put a check mark in each box where a child answers correctly).

Cover	Say to the child: <i>I'm going to read you this story but I want you to help me.</i>	Correct? ✓
	Orientation of Book - Hand the child the book, holding it vertically so that the spine faces the child. Ask:	
	• Where is the front of the book?	
	• Where is the back of the book?	
	• Where is the title of the book?	
Page 2/3	• Open the book to where the story begins (child can open the book to title page for first page of the story).	
	Print, not pictures, carries the message – Say:	
	• I will read this story. You help me. Show me where to start reading/ Where do I begin to read?	
	Read text on page 2	
Page 4/5	Direction of Print – Say:	
	• Show me where to start reading (top left)	
	• Which way do I go? Use your finger to show me (left to right)	
	• Where do I go after that? (return sweep to left or moving down page)	
	One-to-one Correspondence – Say:	
	• Point to the first word on the page.	
	• I am going to start reading and you point to each word as I read them. Read text on page 4	
Page 6	Concept of first and last - Read text on page 6. Say:	
	• Show me the first part of the story.	
	• Show me the last part of the story.	
Page 7	Inversion of the picture - Say:	
	• Show me the bottom of the picture	
Page 8 & 9	Response to inverted print - Say:	
	• Where do I begin?	
	• Which way shall I go?	
Page 10 & 11	Line Sequence - Say:	
	• What's wrong with this? Read immediately the bottom line first, then the top line. Do not point.	

Page 12 & 13	A left page is read before a right page - Say:	
	<ul style="list-style-type: none"> Where do I start reading? 	
	Word sequence - Say:	
	<ul style="list-style-type: none"> What's wrong on this page? Read the text on page 12 slowly as if it were correctly printed. 	
	Letter order - Say:	
	<ul style="list-style-type: none"> What's wrong on page 13? Read the teact on page 13 slowly as if it were correctly printed. 	
Page 14 & 15	Re-ordering of letters within a word - Say:	
	<ul style="list-style-type: none"> What's wrong with the writing on this page? 	
	Meaning of a question mark - Say:	
	<ul style="list-style-type: none"> What's this for? 	
Page 16 & 17	Punctuation – Read the text on page 16. Say:	
	<ul style="list-style-type: none"> What's this for? Point to the period 	
	<ul style="list-style-type: none"> What's this for? Point to the comma 	
	<ul style="list-style-type: none"> What's this for? Point to the quotation marks 	
	Capital and Lower-case Letters –	
	<ul style="list-style-type: none"> Point to a capitol letter and say find a little letter like this. Complete this with all the capital and lower case letters on the page. 	
Page 18 & 19	Reversible words – Read text on page 18. Say:	
	<ul style="list-style-type: none"> Show me was. 	
	<ul style="list-style-type: none"> Show me no. 	
Page 20	Letter concepts – Say: This story says (read it out loud)	
	<ul style="list-style-type: none"> I want you to cover up the story until all you see is JUST ONE LETTER. (demonstrate sliding card across page over letters) 	
	<ul style="list-style-type: none"> Now show me two letters. 	
	<ul style="list-style-type: none"> Show me just one word. 	
	<ul style="list-style-type: none"> Show me the first letter of a word. 	
	<ul style="list-style-type: none"> Show me the last letter of a word. 	
	<ul style="list-style-type: none"> Show me a capital letter. 	

E. Working with Words

Word Recognition (Dolch Words)

Pre-primer

a	and	away	big	blue
can	come	down	find	for
fun	funny	go	help	here
I	in	is	it	jump
little	look	make	me	my
not	one	play	red	said
see	the	three	to	two
up	we	where	yellow	you

Primer

all	am	are	at	ate
be	black	brown	but	came
did	do	eat	four	get
good	have	he	into	Like
must	new	no	now	on
our	out	please	pretty	ran
ride	saw	say	she	so
soon	that	there	they	this
too	under	want	was	well
went	what	white	who	will
with	yes			

Grade 1

after	again	an	any	as
ask	by	could	every	fly
from	give	going	had	has
her	him	his	how	just
know	let	live	may	of
old	once	open	over	put
round	some	stop	take	thank
them	then	think	walk	were
when				

Thinking About Words

Children also need to develop the thinking skill of decoding words by analyzing letter-sound relationships and using knowledge of phonics to segment the parts of a word and blend them back together into a whole word. Phonics provides children with a tool to “attack” the pronunciation of a word that is not automatically recognized.

Foundational Skills for grade one and two:

Consonant Study	List
Decoding and spelling initial consonant blends	bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr
Decoding and spelling final consonant blends	ld, lf, lt, mp, nd, nt, sk, st
Decoding and spelling initial consonant digraphs	sh, ch, gh, ph, qu, th, wh
Decoding and spelling final consonant digraphs	ch, ck, ff, ll, mb, ng, nk, ph, sh, ss, th, tch, zz
Decoding and spelling complex consonant patterns	gn, kn, hard and soft c, hard and soft g

Vowel Study	List
Decoding regularly spelled one-syllable words	ab, ack, ag, all, an, ap, ar, arm, arn, art, ash, at, ay, eck, ed, ell est, et, ew, ick, ig, ild in, ind, ing, ink, ip, it, ob, ock, og, ood, op, ork, orn, ot, ox, ub, uck, uff, ug, ump, un unk, ut
Decoding words with silent “e”	ace, age, ake, ame, ane, ape, ate, ide, ile, ine, ire, ite, ode, oke, ome one, ope, ube, ume, use, ute
Identifying/reading same vowel word families	based on above
Decoding and sorting words based on long and short vowels	cap cape, fin fine, hop hope, hug huge, green, paint, boat
Decoding R-controlled vowels	ar, er, ir, or, ur
Decoding and spelling vowel digraphs	ai, ea, ee, ey, ie, oa, oe, ow, ue, ui
Decoding other vowel patterns	Ay, ei, ew, igh, oi, ou, ow, y (as in my), y (as in pretty)
Recognizing the connection between the use of vowels and the number of syllables in words	Sit =1 - hel-met =2 - ba-na-na =3
Decoding regularly spelled two-syllable words	i.e: spi -der, ti-ger...

Prefix/Suffix and Contractions Study	List
Decoding and spelling words with simple inflectional endings	ed, er, est, ing, s
Decoding words that have a prefix or suffix	un, re, dis, ful, ly, ness, less
Decoding contractions	i.e.: we’ll, that’s
Creating contractions from two words	i.e.: were not, let us,

F. Reading Assessment

Grade 1:

Research suggests the importance of creating a baseline for all grade 1 learners to guide literacy instruction. It is recommended schools complete a Fall assessment using (DRA, PM Benchmarks, or F&P). The information gathered from classroom-based reading assessments is aimed at helping teachers and schools plan for the needs of each student.

A Benchmark, Fountas and Pinnell or DRA level, provides the teacher with a partial picture of each child as a reader. Reading levels help inform our guided reading groups and identify just right texts. Levels are not intended to be communicated to parents or students. Click on the following link for more information on the use of levels: <http://blog.fountasandpinnell.com/post/a-level-is-a-teacher-s-tool-not-a-child-s-label>

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Spring Reading Assessment – To be completed as a Summative Assessment (using a reading assessment tool of your choice). The summative assessment will provide the classroom teacher with evidence of growth for each student. Schools will collect classroom assessment information to track growth. SD20 will use report card results for each student as outlined in the BC Performance Standards (Em, D, P, Ex).

G. Writing Sample (Mort 2016)

Personal Writing Sample

Ask students to create a personal writing sample/representation that expresses simple ideas, feelings, likes and dislikes.

We invite you to use the writing template on the next page for collecting student writing samples. The writing rubric below can be used in conjunction with the [BC Performance Standards for Writing](#) to track student progress.

Developmental Writing Checklist – Grade 1 (Mort 2016)

Skill	Fall	Winter	Spring
Ideas are represented through words, sentences, and images that connect to a topic			
Writing contains sentence fluency using simple sentences that relate to each other			
Attempts to use descriptive words and interesting details (word choice)			
Shows some evidence of individuality (Voice)			
Organization follows form modelled by the teacher (i.e.: list, card, letter)			
Prints most letters recognizably			
Spells some high frequency words conventionally			
Contains organization that follows a form or text presented or modelled by the teacher, such as a list, card or letter			
Composed using complete sentences			
Uses “s” to form plurals			
Uses capital letters at the beginning of people’s names, and of sentences, can capitalize the pronoun “I”			
Uses period to mark the end of a sentence			
Uses words from oral language vocabulary as well as less familiar words from class-displayed lists			
Has knowledge of consonant and short vowels sounds to spell phonically regular one-syllable words			
Spells high frequency words from memory			
Spells unknown words through phonic knowledge and skills and visual memory			
Legible printing from left to right of all uppercase and lowercase letters			
Appropriate spacing between letters and words			

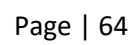


Name: _____

Date: _____

Handwriting practice area consisting of ten horizontal lines.





Grade Two Early Literacy Screening Package

A. Grade Two Phonological Screen Assessment (Mort 2016)

Continue to teach and practice the following skills as needed. By grade two most skills should be mastered. If not, Early Intervention will be required to re-teach skills for mastery.

Rhyme – Have students complete the task below, asking them to first read the words in the left column out loud and then matching the word cards with the words in the column. Have students read all words out loud once completed.

Pain		
found		
Book		
Few		
Fair		

Words to match: dare, chair, sound, train, new, cook, scare, stair, ground, rain, chew, shook.

Isolate Medial Letters (Mort, 2016)

Materials: 3 blocks – 2 of the same color

Place blocks in a row with different colored block in the middle of the row:



Teacher	“I’m going to tell you a word and ask you to tell me the middle sound in the word. Listen carefully.”
Teacher Demonstration	Say: “Cat” Then ask “What’s the middle sound in the word cat?” Point to the middle block Additional demonstration words: dog, mouse

Word:	Response:	
pen		
man		
hop		
fit		
sky		

Medial Substitution

Teacher	Say: The word is pan. Change the /a/ to /i/ New word: fun

Word is:	Substitute:	New Word:	
ran	/a/ to /u/		
not	/o/ to /u/		
top	/o/ to /i/		
has	/a/ to /i/		
bit	/i/ to /e/		

B. Oral Language (Mort 2016)

Receptive	Gr. 2 Jan.		Gr. 2 June	
	Concern	Concern	Concern	Concern
	no	yes	no	yes
Understands classroom language and follows classroom routines				
understands vocabulary specific to subject and situation				
Follows oral directions				
Expressive				
Shares personal experiences and feelings related to classroom topics and book discussions				
Speaks fluently and with expression				
Asks appropriate questions				
Can retell aspects of a story and give information about a topic				
Uses language to explain, inquire and compare				
Uses speech that is understandable- produces speech sounds correctly				
Uses appropriate sentence structure				
Uses appropriate vocabulary for subject and situation				
Social				
Is an active participant in classroom language activities				
Understands and uses appropriate social conventions for conversations when listening and speaking				
Ignores distractions and stays focused for short periods of time during listening activities				

C. Working with Words

Word Recognition (Dolch Words)

Pre-primer

a	and	away	big	blue
can	come	down	find	for
fun	funny	go	help	here
I	in	is	it	jump
little	look	make	me	my
not	one	play	red	said
see	the	three	to	two
up	we	where	yellow	you

Primer

all	am	are	at	ate
be	black	brown	but	came
did	do	eat	four	get
good	have	he	into	Like
must	new	no	now	On
our	out	please	pretty	Ran
ride	saw	say	she	so
soon	that	there	they	this
too	under	want	was	well
went	what	white	who	will
with	yes			

Grade 1

after	again	an	any	as
ask	by	could	every	fly
from	give	going	had	has
her	him	his	how	just
know	let	live	may	of
old	once	open	over	put
round	some	stop	take	thank
them	then	think	walk	were
when				

Grade 2

always	around	because	been	before
best	both	buy	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	many	off	or	pull
read	right	sing	sit	sleep
tell	their	these	those	upon
us	use	very	wash	which
why	wish	work	would	write
your				

Thinking About Words

Children also need to develop the thinking skill of decoding words by analyzing letter-sound relationships and using knowledge of phonics to segment the parts of a word and blend them back together into a whole word. Phonics provides children with a tool to “attack” the pronunciation of a word that is not automatically recognized.

Foundational Skills for grade one and two:

Consonant Study	List
Decoding and spelling initial consonant blends	bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr
Decoding and spelling final consonant blends	ld, lf, lt, mp, nd, nt, sk, st
Decoding and spelling initial consonant digraphs	sh, ch, gh, ph, qu, th, wh
Decoding and spelling initial final consonant digraphs	ch, ck, ff, ll, mb, ng, nk, ph, sh, ss, th, tch, zz
Decoding and spelling complex consonant patterns	gn, kn, hard and soft c, hard and soft g
Vowel Study	List
Decoding regularly spelled one-syllable words	ab, ack, ag, all, an, ap, ar, arm, arn, art, ash, at, ay, eck, ed, ell est, et, ew, ick, ig, ild in, ind, ing, ink, ip, it, ob, ock, og, ood, op, ork, orn, ot, ox, ub, uck, uff, ug, ump, un unk, ut
Decoding words with silent “e”	ace, age, ake, ame, ane, ape, ate, ide, ile, ine, ire, ite, ode, oke, ome one, ope, ube, ume, use, ute
Identifying/reading same vowel word families	based on above
Decoding and sorting words based on long and short vowels	cap cape, fin fine, hop hope, hug huge, green, paint, boat
Decoding R-controlled vowels	ar, er, ir, or, ur
Decoding and spelling vowel digraphs	ai, ea, ee, ey, ie, oa, oe, ow, ue, ui
Decoding other vowel patterns	Ay, ei, ew, igh, oi, ou, ow, y (as in my), y (as in pretty)
Recognizing the connection between the use of vowels and the number of syllables in words	Sit =1 - hel-met =2 - ba-na-na =3
Decoding regularly spelled two-syllable words	i.e: spi -der, ti-ger...
Prefix/Suffix and Contractions Study	List
Decoding and spelling words with simple inflectional endings	ed, er, est, ing, s
Decoding words that have a prefix or suffix	un, re, dis, ful, ly, ness, less
Decoding contractions	i.e.: we'll, that's
Creating contractions from two words	i.e.: were not, let us,

D. Reading Assessment

Grade 2:

Research suggests the importance of having a baseline for all learners to guide literacy instruction. It is recommended schools analyze the reading assessment information collected in the spring of the previous year and complete a Fall assessment using (DRA, PM Benchmarks, or F&P) for any new students or any students who were *emerging* or *developing* as outlined on the BC Performance Standards. The information gathered from classroom-based reading assessments is aimed at helping teachers and schools plan for the needs of each student.

A Benchmark, Fountas and Pinnell or DRA level, provides the teacher with a partial picture of each child as a reader. Reading levels help inform our guided reading groups and identify just right texts. Levels are not intended to be communicated to parents or students. Click on the following link for more information on the use of levels: <http://blog.fountasandpinnell.com/post/a-level-is-a-teacher-s-tool-not-a-child-s-label>

When identifying if a student is emerging, developing, proficient or extending expectations in reading, it is important to gather information beyond a reading level to ensure a complete picture of a child as a reader is captured. We invite teachers to use the SD20 Early Screening tool and the BC Performance Standards to reflect the full picture. Click on the following link to view the Grade Two Performance Standards: [Grade 2 - Reading Performance Standards](#)

Fall Reading Assessment – To be completed with new students or students who were *emerging* or *developing*, in order to inform instruction (using a reading assessment tool of your choice such as DRA, PM Benchmarks, or F&P). First and foremost, this assessment should help guide planning and instruction at the classroom level. Schools will collect classroom assessment information to help inform school-based decisions.

Spring Reading Assessment – To be completed as a Summative Assessment (using a reading assessment tool of your choice). The summative assessment will provide the classroom teacher with evidence of growth for each student. Schools will collect classroom assessment information to track growth. The District will use Report Card Results for each student as outlined in the BC Performance Standards (Em, D, P, Ex).

E. Writing

Personal Writing Sample

Ask students to create a personal writing sample/representation that expresses connections to personal experiences, ideas, likes and dislikes.

We invite you to use the writing template on the next page for collecting student writing samples. The writing rubric below can be used in conjunction with the [BC Performance Standards for Writing](#) to track student progress.

Developmental Writing Checklist (Mort 2016)

Skill	Fall	Winter	Spring
Ideas developed through the use of relevant details that connect to a topic			
Writing contains sentence fluency using some variety in sentence length and pattern			
Uses descriptive words and interesting details (word choice)			
Shows some evidence of individuality (Voice)			
Logical organization of ideas			
Complete simple sentences and beginning to use compound sentences			
Some paragraph divisions			
Noun – pronoun - subject verb agreement			
Past and present tenses			
Capital letter at beginning of proper nouns and sentences			
Periods, question mark, exclamation mark at end of sentence			
Commas to separate items in a series			
Uses words from oral language vocabulary, personal word list and class list			
Spells conventional words of more than one syllable			
Spells high frequency words from memory			
Spells unknown words through phonic knowledge and skills and visual memory			
Legible printing from left to right of all uppercase and lowercase letters,			
Appropriate spacing between letters and words			



Date: _____

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Grade Three Early Literacy Screening Package

A. Grade Three Phonological Screen Assessment (Mort 2016)

Continue to teach and practice previous skills as needed as well as the skill below. By grade three most skills should be mastered. If not, Early Intervention will be required to re-teach skills for mastery.

Nonsense Words: Nonsense words are words that have no meaning. They follow predictable patterns such as consonant, vowel, consonant and are useful to assess how students apply the phonic skills being taught. Teaching nonsense words can help students decode new larger words as their reading skills grow and develop.

Teacher:	<p>Say: Using what you know about letters and sounds, read the following words.</p> <p>You may want to remind students these words do not have meaning and may sound weird.</p>
----------	--

cag	thif	brob	fibe	larp
nok	chun	snup	mape	joid
teb	whupp	timp	boam	gorm
pum	mish	slank	waib	serg
dij	fath	smest	zoob	royp
	pling		houd	

If a student is struggling with nonsense words, it is a good indication they would benefit from more phonological or phonics instruction.

B. Oral Language

(In addition to K-2 benchmarks)

	Concern	Concern	Concern	Concern
	No	Yes	no	yes
Explains or speaks from another person's perspective				
Talks about experiences or information gained from other texts and sources				
Collaborates with others by asking questions, commenting, and giving feedback				
Expresses opinion				
Asks mindful questions				
Can verbally summarize				
Can reflect on information				
Speaks in turn				
Looks and listens at the speaker				
Signal for a chance to speak				
Increasingly uses subject specific vocabulary and draws from more descriptive vocabulary				
Is developing an increase awareness of morphology (root words, prefixes and suffixes).				

C. Working with Words

Word Recognition (Dolch Words) - If Pre-Primer and Primer lists are needed, please see grade 1 tool above.

Grade 1

after	again	an	any	as
ask	by	could	every	fly
from	give	going	had	has
her	him	his	how	just
know	let	live	may	of
old	once	open	over	put
round	some	stop	take	thank
them	then	think	walk	were
when				

Grade 2

always	around	because	been	before
best	both	buy	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	many	off	or	Pull
read	right	sing	sit	Sleep
tell	their	these	those	Upon
us	use	very	wash	which
why	wish	work	would	write
your				

Grade 3

about	better	bring	carry	clean
cut	done	draw	drink	eight
fall	far	full	got	grow
hold	hot	hurt	if	keep
kind	laugh	light	long	much
myself	never	only	own	pick
seven	shall	show	six	small
start	ten	today	together	warm

Thinking About Words

By grade three, students are expected to read more fluently, meaning if they are stumbling over sounding out words, they will be unable to remember the meaning of the story. Below are the skills introduced in grade 1 & 2. Please continue to work on the skills below as needed for mastery.

Foundational Skills for grade one and two:

Consonant Study	List
Decoding and spelling initial consonant blends	bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr
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Decoding words with silent “e”	ace, age, ake, ame, ane, ape, ate, ide, ile, ine, ire, ite, ode, oke, ome one, ope, ube, ume, use, ute
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D. Reading Assessment

Grade 3:

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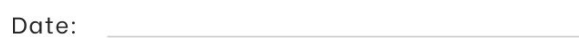
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Uses a variety of connecting words (i.e.: because, and, but)			
Shows some evidence of individuality (Voice)			
Logically sequenced ideas			
Some paragraph divisions			
Noun – pronoun - subject verb agreement			
Past and present tenses			
Capital letter at beginning of proper nouns and sentences			
Periods, question mark, exclamation mark at end of sentence			
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