



Peace River School Division

Learning Together - Success for All

Literacy Framework



Revised: August 2024

Contents

- 01** Framework 3
 - Elementary Report Card Rubrics 4
 - Assessments
 - Screeners 5
 - Progress Monitor 6
 - Collaborative Response 7
 - Timeline 8
- 02** What is Literacy? 9
- 03** Teaching Practices 10-11
 - Effective Literacy Teaching Practices 12-13
- 04** Dimensions of Assessment 14-15
- 05** References 16-17



Rationale

The Literacy Framework outlines how instruction and assessment in the Peace River School Division are designed to foster high-quality teaching practices and to leverage assessment data to inform instruction leading to the success of all learners.

This framework supports the key outcome of the PRSD’s Education Plan: 2024-2029, “All students are performing at or above grade level in literacy or meeting their individualized program goals” (p. 3).

The details shared in this framework are aligned with “research-informed best practices” and complement the Collaborative Response approach to ensuring data-informed intervention supports that give our students the very best opportunities to be successful.



Report Card Rubrics

Elementary Report Card Rubrics

The Peace River School Division has created rubrics to assist with aligning our divisional report card to the new Alberta English Language Arts and Literature curriculum. These rubrics support teachers with planning instruction and monitoring student progress throughout the year.

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

A link to the Report Card Rubrics folder can be found on the Literacy Website under "[Planning](#)"

Assessment

Screeners

We use screening assessments to determine what foundational literacy knowledge students have acquired. Teachers analyze the results from these screeners to determine areas for whole class instruction as well as targeted support.

We use the following screening assessments in the Peace River School Division: the Phonological Awareness Screening Test (**PAST**), the Random Automatized Naming Digits test (**RAN**), the Letter Name-Sound (**LeNS**) test, the Castles and Colheart 3 (**CC3**), the Reading Comprehension Assessment Tool (**RCAT**), and the locally developed Writing Assessment Tool (**WAT**).

PAST

Phonological Awareness Screening Test
for Kindergarten and Grade 1

RAN

Random Automatized Naming Digits
Test for Kindergarten and Grade 1

LeNS

Letter Name-Sound Test for
Kindergarten to Grade 2

CC3

Castles and Colheart 3 Test for
Grades 1-3

RCAT

Reading comprehension Assessment Tool
for Grades 4-12

WAT

Writing Assessment Tool developed
by PRSD for Grades 1-9

Assessment

Progress Monitoring Tools

Progress monitoring tools are used to evaluate student learning and inform instruction. By utilizing these tools, teachers are able to determine if students have made expected gains in relation to the instruction provided and to make any necessary instructional adjustments.

The Peace River School Division has developed progress monitoring tools for the Grades 1-3 lists of high-frequency words and the Grades 1-2 lists of Letter-Sound Correspondences provided by Alberta Education. As many of our primary teachers utilize the Heggerty Phonemic Awareness Program, we have also developed progress monitoring tools to accompany it as well.

[High Frequency Words](#)

[Letter-Sound Correspondences](#)

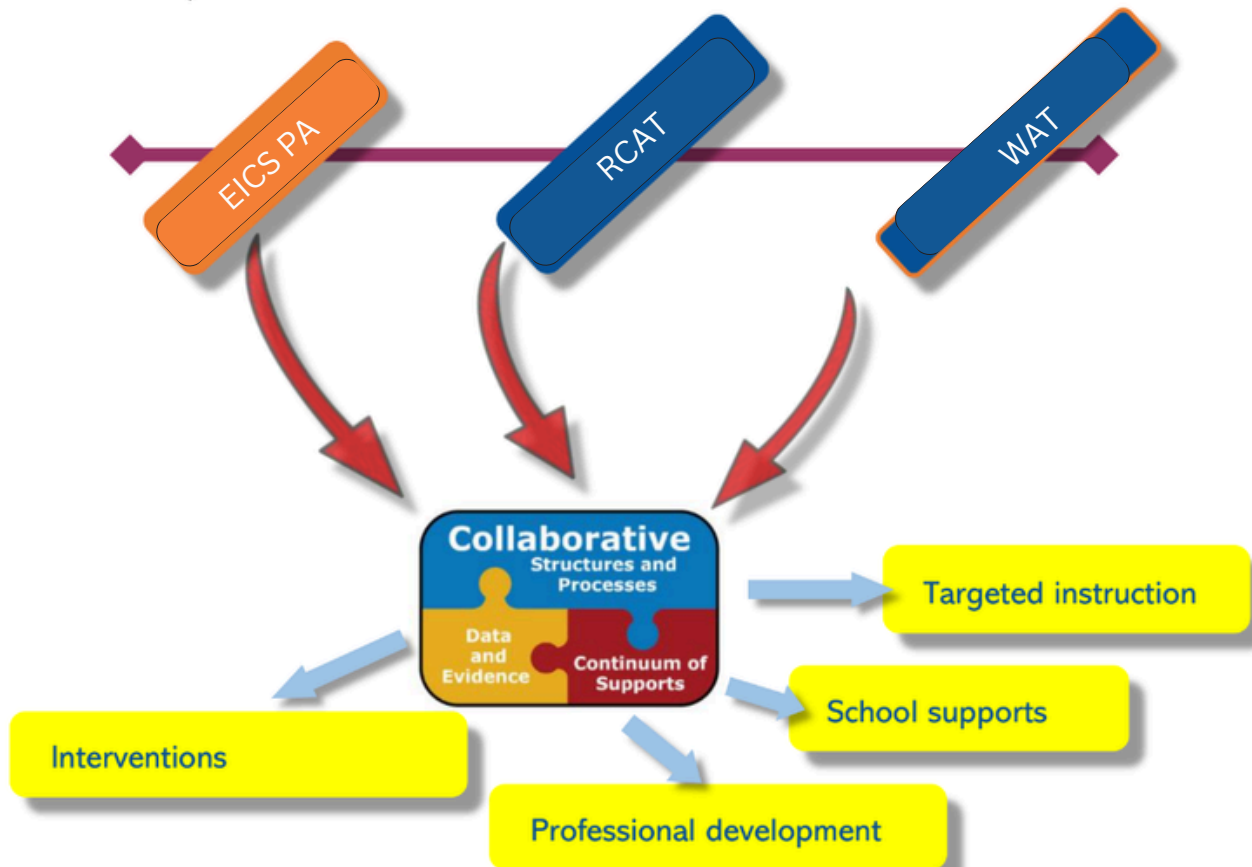
[Phonemic Awareness](#)

A link to the Progress Monitoring Tools can be found on the Literacy Website under "[Progress Monitoring](#)"

Collaborative Response

Student achievement data from the EICS PA, RCAT, and WAT assessments inform the Collaborative Response process at the classroom, school, and division levels.

All assessments are entered into the Dossier platform which has many data analysis tools to help inform the collaborative response process.



Timeline

Windows for Implementing the Screener Assessments

	Dates for Administration	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Fall	Sept. 9-24, 2024	PAST RAN LeNS (Cards 1-2)	LeNS (Cards 3-5) CC ₃	CC ₃	Writing Assessment (WAT)								
	Sept. 23-27, 2024		Writing Assessment (WAT)		RCAT - Screener 1						RCAT - Screener 1 (students enrolled in ELA 1st semester)		
	Oct. 1-10, 2024				Fountas & Pinnell Benchmark Assessment *Only those who scored 0-49% Overall RCAT								

		K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Winter	Jan. 13-17, 2025					Writing Assessment (WAT)								
	Jan. 13-28, 2025	PAST RAN LeNS (Cards 1-2)	LeNS (Cards 1-5) CC ₃	LeNS (Cards 3-5) CC ₃	CC ₃									
	Jan. 20-30, 2025											RCAT - Screener 2 (students enrolled in ELA 1st semester)		
	Feb. 3-7, 2025		Writing Assessment (WAT)			RCAT - Screener 2						RCAT - Screener 2 (students enrolled in ELA 2nd semester)		
	Feb. 10-21, 2025					Fountas & Pinnell Benchmark Assessment *Only those who scored 0-49% Overall RCAT								

		K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Spring	May 12-28, 2025	PAST RAN LeNS (Cards 1-2)	LeNS (Cards 1-5) CC ₃	LeNS (Cards 3-5) CC ₃	CC ₃									
	May 26-30, 2025					RCAT - Screener 3						RCAT - Screener 3 (students enrolled in ELA 2nd semester)		

What is Literacy?

What is English Language Arts and Literature?

Language is a uniquely structured system that forms the basis for thinking, communicating, and learning. Influenced by numerous cultures and languages over many centuries, English has grown to become a prominent language for international communication. English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression. Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship (Alberta Education, 2023).

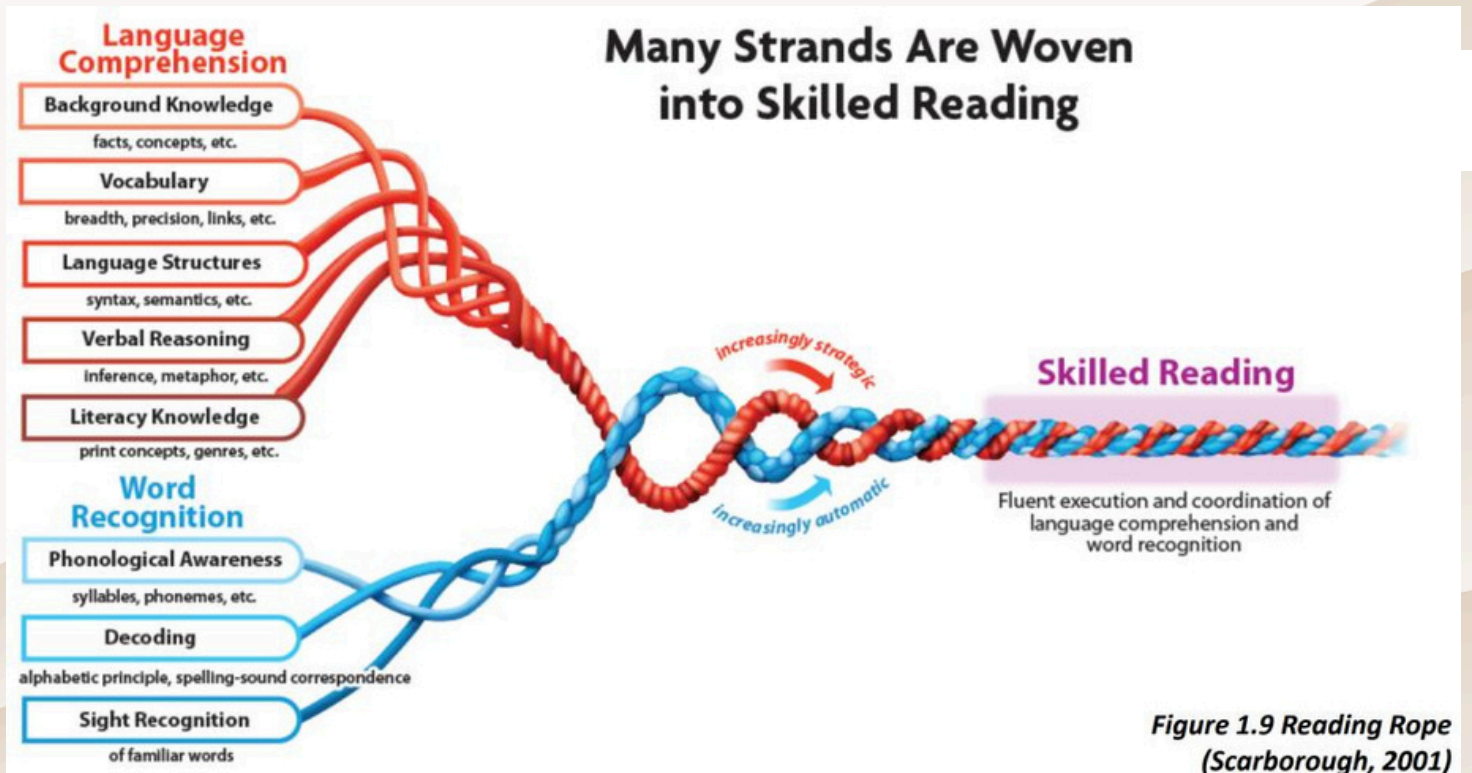
For more information, please refer to the [Subject Introduction section of the English Language Arts and Literature curriculum.](#)



Teaching Practices

Scarborough's Reading Rope

Scarborough's (2001) Reading Rope was adapted from the Simple View of Reading (Gough & Tunmer, 1986) which demonstrated that reading requires both language comprehension and word recognition. Scarborough (2001) further elaborated on each of these to represent the important components that make up language comprehension and word recognition necessary for skilled reading.

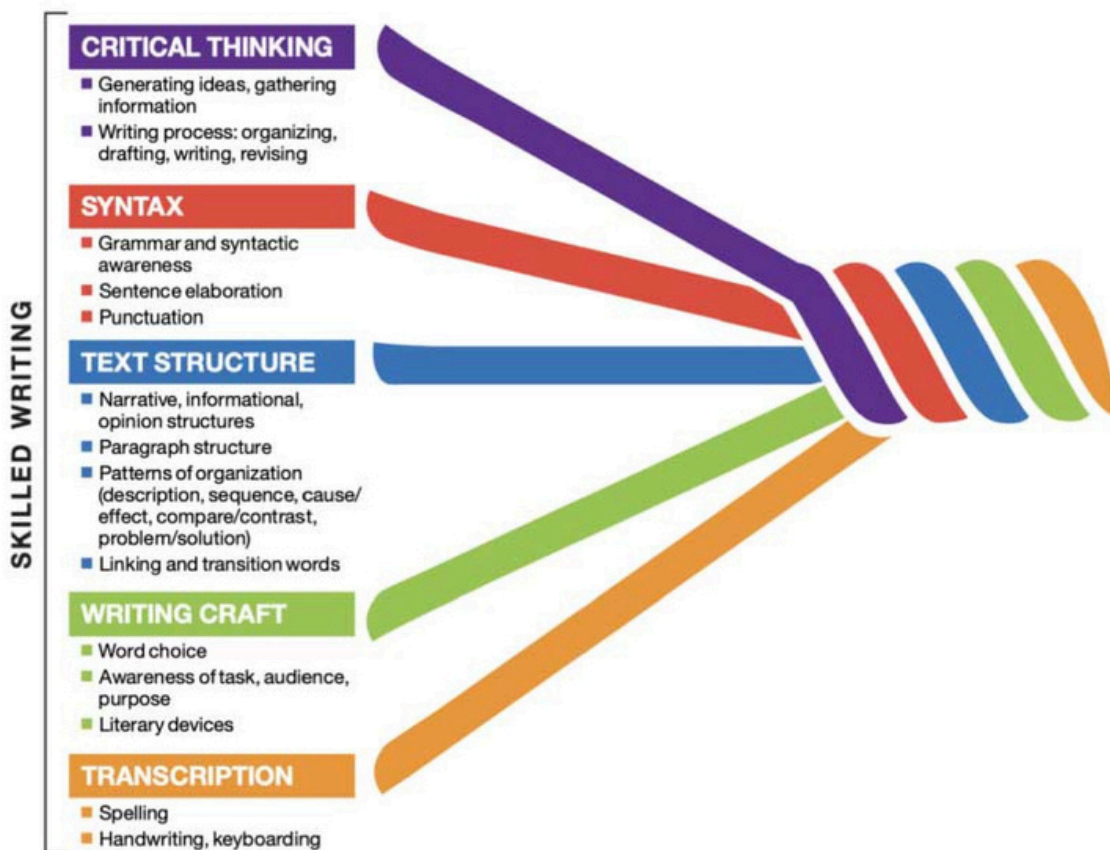


Picture from [International Dyslexia Association](#)

Teaching Practices

Sedita's Writing Rope

Joan Sedita developed a similar “rope,” but for writing. This rope depicts the strands that make up skilled writing, many of which also support reading comprehension. Further information about each strand can be found in Sedita’s (2023) *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*.



Effective Literacy Teaching Practices

Scarborough's (2001) Reading Rope demonstrates that in order for students to simply be able to read the words they must have strong phonological awareness, decoding and spelling skills, and be able to recognize most words by sight. In addition, for students to be able to understand the text, they must have background, vocabulary, and literacy knowledge as well as an understanding of the way language is structured and the ability to reason verbally.

However, it is not enough for students to be skilled readers, they must be skilled writers as well if they are to be successful in school and beyond. Sedita's (2023) Writing Rope demonstrates students need to be able to think critically, have an understanding of syntax, text structure, and writing craft, and possess the ability to transcribe their message.

While there are many ways to teach all of these components of reading and writing, some of the most effective methods have been highlighted on the next page. Depending on the age and ability of students, these Effective Literacy Teaching Practices may or may not be utilized in every literacy classroom and some may be used more or less frequently than others. However, they do offer effective methods of instruction combining many of the components of reading and writing.



Effective Literacy Teaching Practices

Phonemic Awareness Instruction

“Phonemic awareness is the ability to notice, think about, and work with the individual sounds (phonemes) in spoken words” (Reading Rockets, 2024)

Phonics Instruction

Phonics instruction develops word recognition skills by providing students with an important and useful way to figure out unfamiliar words (Blevins, 2017).

Interactive Read Alouds (IRAs)

Effective read alouds expose students to rich ideas, wide vocabulary, background knowledge, and novel language structures.

Independent Reading

Independent reading provides authentic opportunities for students to develop fluency and practice reading strategies.

Writing Instruction

Explicit writing instruction boosts students’ comprehension, enhances their speaking abilities, improves their organizational and study skills, and develops analytical capabilities (Hochman & Wexler, 2017).

Small Group Work

“The key to this approach is the condition that the groups change, and the instruction must match the needs of the learner” (Fisher, Frey, & Hattie, 2016, p. 163).



Dimensions of Assessment

To provide more clarity on the assessment practices, the Alberta Assessment Consortium (AAC) has outlined the 10 dimensions of sound classroom practices. These assessment practices integrate well with the effective teaching practices. Together with the PRSD Literacy Framework, these practices guide our work in developing literacy experiences to support success for all students.

Planning with the end in mind

A teacher who is an effective assessor plans with the end in mind

Dimension 1: Clarifying the Learning Destination

Dimension 2: Planning for Assessment and Instruction

Dimension 3: Considering the Needs of the Learner

Formative Assessment

A teacher who is an effective assessor understands the purpose for assessment and balances formative and summative assessment experiences

Dimension 4: Engaging Students in the Assessment Process

Dimension 6: Time to Reflect

Dimension 5: The Critical Role of Practice and Feedback

Dimension 7: Formative Assessment to Inform Instructional Practice

Dimensions of Assessment

Summative Assessment

A teacher who is an effective assessor is able to use sound professional judgement when interpreting results of summative assessments

Dimension 8: An Accurate Picture of Student Performance

Dimension 9: Combining Evidence in a Meaningful Way

Dimension 10: Communicating Student Learning

Refer to the attached document for more details, and the AAC website



References

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