

Support for teachers of Early Literacy...

The regular use of running records by teachers, trained in their use can provide valuable information for individualizing instruction.

Professional development opportunities are provided through CTAPs and workshops on:

- *Running Records: A Window on the Reading Process*
- *What Young Readers Can Do: an Observation Survey of Early Literacy Achievement*
- *Guided -Reading in Action: Live Learning Situations to Look at Group Instruction in Early Literacy*
- *GRIP – Guided Reading Instruction Process booklet*
- *Kindergarten Learning Project: Learning to Look at Young Learners*
- *Whatever it Takes: Primary Literacy Supporters*
- *Talk About Literacy learning! Oral Language and Literacy Acquisition*

Teachers may check the professional development booklets for details

What can parents do to help?

Talk **with** your children not **to** them.

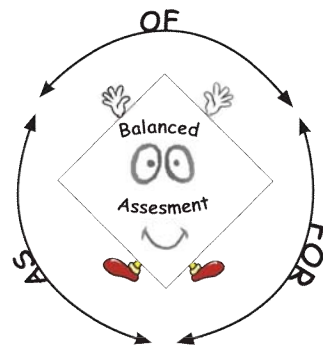
Most of the talk children hear takes the form of instructions or require a 'Yes/No' answer. Ask your child for their thoughts. Listen to how they gather their ideas. Encourage them to 'use their words' and find ways to express their ideas.

Read to you child daily!

Involve your child in the selection of books during frequent visits to the library. Keep a balance between video watching or computer games and reading or listening to stories. It is important that children have many experiences of constructing meaning and creating their own mental images.

Share the pen to write notes

Invite your child to help you write shopping lists (and read it in the store!), gift cards or letters to relatives. Let them write the letters or words they know and watch as you do the rest.



Contact Instructional Services
for more information



Early Literacy In Langley Schools

Supporting Student Teachers School Teams



What is Early Literacy?

Early literacy usually refers to a relatively brief stage at which children are learning how to read and write. During this time children learn how to:

- look at print
- use information in text to gather the meaning of the message in reading
- express a message in writing.

How do children acquire literacy?



- Children learn to read by learning how to look at and think about text. They learn best by reading meaningful stories, including stories they have helped to construct.
- Children learn how to use meaning, their knowledge of oral language and sound-letter associations, to solve new words in reading and writing. They become independent when they learn how to use what they already know to work out new words and gather meaning.
- In order to gather the meaning of the message as they read, children need to read in a phrased and fluent way, using a natural 'talking voice'.
- Children who have engaged in many conversations with adults, and who have been read to frequently, have an advantage when they come to learn how to read and write.

SD#35 Grade 1 Annual Text

Reading Assessment

- Langley School District gathers data on Grade 1 text reading levels in May using the PM Benchmark Assessment Kit#1.
- The range of levels in this kit is intended to cater to the typical range in Grade 1.



How the data is used...

- Results of this assessment can inform teachers about appropriate instruction and the district about student achievement. It also provides data with which schools can monitor and refine their school plans.
- While text levels should not be used as standards or reported to parents, the information gained by analyzing Running Records can provide evidence of learning and be used to describe changes in reading processes.

Why use Running Records?

- Assessment can be helpful to teachers when the tasks approximate authentic literacy activities of the classroom. Used regularly, running records can show change over time in a child's reading and can inform teaching decisions.
- Administered in a standard way running records can provide valuable information for teachers as well as an indication of student achievement in the school district.

When to use levelled texts?

- Running Records and a gradient of text levels allows teachers to appropriately match text difficulty to a child's skill level.
- Levelled texts are less reliable or necessary past level 20 when basic reading skills have been acquired. A shift in teaching focus to the use of literature based materials and attention to such areas as making inferences and predictions, or reading non-fiction texts for information becomes more appropriate in Grade 2.

Early Literacy Intervention: Reading Recovery



Reading Recovery is an intensive short-term intervention designed to supplement classroom instruction. It aims to significantly reduce the number of children with reading and writing difficulties and the cost to the system of long term support for those children. It identifies early the most needy students and provides daily individual instruction by a specially trained teacher.

Reading Recovery has two positive outcomes:

1. Students achieve average reading levels and are successfully discontinued in 12 to 15 weeks or a maximum of 20 weeks.
2. Students may be recommended for longer-term support. The child usually makes significant gains but is unable to reach expected levels within 20 weeks and longer-term learning opportunities are provided by the school.