



Literacy Catalyst Handbook

2021-2022



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# Introduction

## Welcome

Welcome! We are a community that celebrates achievement in literacy by promoting different worldviews, specifically in land, language, relationships, and culture (LLRC). We aim to provide an effective evidenced-based literacy program by using the best approaches to teaching reading and writing. We also want to ensure that students are engaged and that we meet the needs of individual learners through differentiated learning.

If you have any questions concerning any of the literacy programs or interventions, please feel free to contact [jody.durocher@mltc.ca](mailto:jody.durocher@mltc.ca) or [michelle.kytwayhat@mltc.ca](mailto:michelle.kytwayhat@mltc.ca).

## Purpose of this Handbook

The Literacy Catalyst handbook is designed to provide you with information about Meadow Lake Tribal Council's (MLTC) literacy programs and interventions.

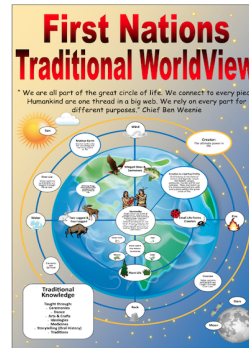
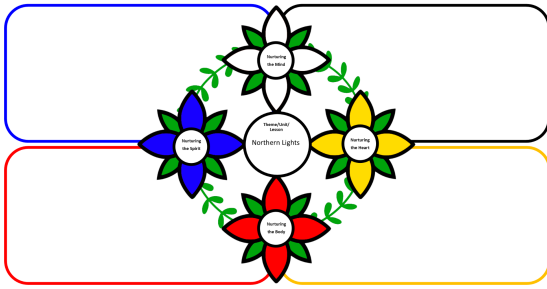
The information contained in this handbook applies to all MLTC Literacy Catalysts in all the Meadow Lake First Nation schools. The handbook is a summary of Literacy Catalyst roles and responsibilities, list of assessments and intervention programs. You are responsible for reading, understanding and seeking clarification as needed.



# Literacy Catalyst Duties 2021-2022

## LLRC

- Support Language, Language, Relationships and Culture principles in literacy programming
- Support integration of LLRC resources into daily practice
- Support implementation of Miyo-Pimatisiwin Holistic Planning Model



## Data Team

- Plan and deliver PD
- Develop/guide Literacy pods
- Collect school wide Fountas & Pinnell data
- Model Fountas & Pinnell benchmarking
- Ensure Fountas & Pinnell data is entered into Maplewood
- Fidelity of Fountas & Pinnell data
- Work with MLTC Coordinators

## Tier 2 Intervention

- Levelled Literacy Intervention or Roadways to Reading Lite



## Tier 1 Support

- Co-plan/Co-create Balanced Literacy instructional approaches
- Co-teach using the Balanced Literacy approaches
- Model lessons
- Support teachers with their chosen Literacy model (centres, Daily 5, Reading workshop, etc.)
- Follow Saskatchewan Curriculum
- Monitor Raz-Plus and IXL English
- Support Google Classroom



## Planning and Assessment

- Triangulation of Evidence
- Formative Assessments
- Unit Planning
- Rubrics
- Report Card





# Generalized Year Plan

## August/September

- Ensure that all classroom teachers have the Fountas & Pinnell reading levels for their classroom.
- Work with teachers to create Guided Reading groups for the first day of class using Spring data.
- Ensure that teachers who need to launch Daily 5 have the necessary guides (ie. Read to Self: 3 Ways to Read a Book, 10 Steps to Independence, I-PICK Goodfit Books, etc.).
- Ensure that teachers have access to their Raz-Plus accounts.
- Ensure that all students are transferred on Raz-Plus to the current school year.
- Ensure that all students are transferred on IXL to the current school year.
- Support teachers with developing their literacy blocks on their time table.
- Continue to support teachers and students in the classroom using the balanced literacy instructional approaches (co-planning, co-teaching, modelling, and/or running a guided reading group).
- Deliver training and refresher PD on Fountas & Pinnell.
- Create and implement Literacy pods for the school year.
- Participate in Data Team Meetings throughout the year.

## October

- Model Fountas & Pinnell benchmarking if needed.
- Support teachers with Fountas & Pinnell benchmarking.
- Collect hardcopies of Fountas & Pinnell data and assist teachers with entering their class results on Maplewood. **Date due October 25-29, 2021.**
- Look over all Fountas & Pinnell data on Maplewood and ensure that it follows the criteria for instructional and independent levels.
- Begin Tier 2 Intervention.

## November

- Train/model/support running records (formative assessment) for teachers.
- Create protocol for keeping/tracking running records and regrouping students.
- Help teachers re-group their students for Guided Reading using running records (formative assessment).
- Continue to support teachers and students in the classroom using the balanced literacy instructional approaches (co-planning, co-teaching, modelling, and/or running a Guided Reading group).
- Begin Tier 2 Intervention.

## December/January/February/March

- Help teachers re-group their students for Guided Reading using running records.
- Continue to support teachers and students in the classroom using the balanced literacy instructional approaches (co-planning, co-teaching, modelling, and/or running a Guided Reading group).
- Continue Tier 2 intervention.

## April

- Model Fountas & Pinnell benchmarking if needed.
- Support teachers with Fountas & Pinnell benchmarking.
- Collect hardcopies of Fountas & Pinnell data and assist teachers with entering their class results on Maplewood. **Date due April 4-, 2022.**
- Look over all Fountas & Pinnell data on Maplewood and ensure that it follows the criteria for instructional and independent levels.
- Continue Tier 2 intervention.

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## May/June

- Continue Tier 2 intervention (depending on your school schedule).
- Help teachers re-group their students for Guided Reading using running records.
- Create class lists with reading levels for next year's teachers.
- Take inventory of all core ELA resources and Guided Reading materials.
- Discuss the results from Fountas & Pinnell and the School Success Plan with your School Based Administration. Think of what worked this year and how some challenges can be addressed in the following school year.
- Complete the post-assessments for Tier 2 intervention groups. Hand-in to MLTC.



# Fountas and Pinnell Fidelity Checklist

## Before:

- o This is a standardized test and must be administered in a standard manner. The **Assessment-at-a-Glance** sheet is a helpful tool to have available during assessment times.
- o Speak with your Literacy Catalyst if you have questions. Ask the Literacy Catalyst to model an assessment on a student if needed or observe an experienced teacher complete an assessment.
- o There are three ways to determine a starting point (a level) for a student: use information gathered from **running records** from Guided Reading, the **Where to Start Word List**, or **last year's Fountas & Pinnell results**.
- o Do not retest a student on a book that they have already been tested on. This assessment is meant to measure a student's abilities on a cold read. It is important to have access to last year's results from the previous teacher. Your Literacy Catalyst should have this information.
- o Read the **Continuum of Literacy** for reading behaviour expectations for the levels that you are assessing students at. This will help with collecting anecdotal notes to help with planning and reporting. The **Guide for Observing and Noting Reading Behaviours** sheet is also a helpful tool.
- o Make photocopies of the oral reading forms for the levels needed. You may want to make additional copies of levels below and above the targeted levels.
- o Make a photocopy of the **Class Record Form** and **Assessment Summary Form** for each student.
- o Make a plan for **when** and **where** you will administer the assessment. Know the data submission due dates for Maplewood.
- o Be familiar with what constitutes an error and a self-correction during the oral reading portion of the assessment. An overview of this is on the **Coding and Scoring Errors at-a-Glance**.
- o Be familiar with criteria for the three levels that need to be found per student: **hard, instructional, independent**.

## During:

- o Have a timer ready. This will be helpful for calculating words per minute
- o Ensure that the student is doing a cold read of the book chosen.
- o Teachers should keep neutral and resist the urge to give cues or assist students with reading.  
If the student chooses to look through the book before or after reading, allow them to do so just don't suggest it.
- o Ensure to refrain from coaching throughout this assessment.
- o Tell the student that you will be assessing their reading by listening to them read and by asking them questions about what they read. Read the introduction as it is at the top of the oral reading form.
- o Student reads orally until the black square then can choose to read silently or continue orally until the book is finished. Stop if the student reaches frustration. Frustration occurs when the student's accuracy score falls below 95% (A-K) and 98% (L-Z). This is where to stop and there is no need to go further in the assessment.
- o Mark errors and self-corrections on the oral reading form.
- o When the student has completed the oral reading portion, begin the comprehension part of the assessment. When asking comprehension questions do so in a conversational manner. This is not meant as an interrogation.
- o Note the strengths and weaknesses of the reader based on the **Continuum of Literacy** descriptions and your observations of the student.
- o Tally the errors and self-corrections. Know when to move a student up or down a level (accuracy and comprehension criteria must be met). The number of errors out of the number of total words read determines an accuracy score. Self-corrections are not counted as errors. Use the **Scoring and Analysis at-a-Glance** for an overview.
- o Find the *hard, instructional, and independent* levels. As you move a student up or down a level, *alternate between fiction and non-fiction* as you move up or down a level.
- o Fill in the oral reading form completely. Be sure to fill in the summary of scores on the first page of the oral reading form.

## After:

- o Fill in the **Class Record Form** and the individual **Assessment Summary Form**.
- o Enter class data into Maplewood under School-Wide Standardized Assessments.
- o Create an instructional plan for individual students, small groups, and the whole class with the Literacy Catalyst.
- o Determine the students who are in Tier 2 (1-2 levels below grade expectations) with Literacy Catalyst and collaborate to create an instructional plan for them.
- o Do fidelity checks with the Literacy Catalyst or another teacher to ensure that similar results are occurring.