North Vancouver School District
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Comprehensive Literacy:
Framework & Resources

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"...learning to read is not a privilege but a basic and essential human right."

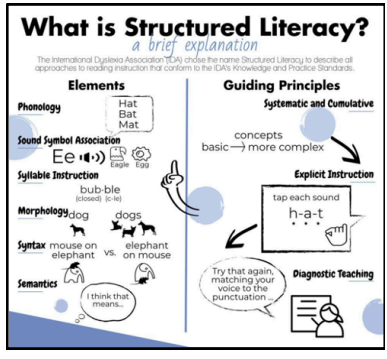
(Supreme Court of Canada, 2012)

Click Here: *Right to Read Inquiry Report, 2019*

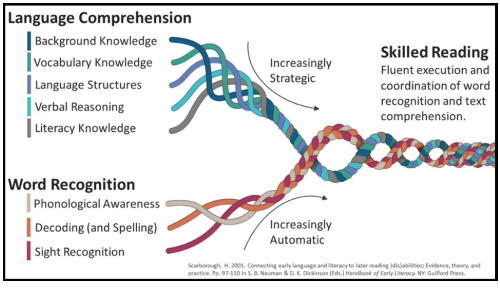
The science of reading is a vast, **interdisciplinary body of scientifically-based research** about reading and issues related to reading and writing.
(Click Here: *We are Teachers*)

Structured Literacy is an **instructional approach grounded in the Science of Reading**, that focuses on building and developing foundational literacy skills using an **explicit and systematic approach**.
(Click Here: *Understood*)

Structured Literacy **supports ALL learners** with fundamental building blocks.
(Click Here: *International Dyslexia Association*)



Scarborough's Reading Rope



The **Reading Rope** is a visual model that illustrates the complex and interwoven skills involved in proficient reading. It's often used in education to explain the Science of Reading. The rope is divided into two main set of strands: **Language Comprehension** and **Word Recognition.***
As students develop as readers, these strands become increasingly strategic and automatic, intertwining like a rope to produce skilled reading.

*This document focuses primarily on the Word Recognition strands. More information for the Language Comprehension strands will be coming soon.

Word Recognition Strands

Phonological Awareness
Decoding (and Spelling)
Sight Recognition

UFLI and Son-au-graphe are **phonics programs** that follow a carefully developed scope and sequence designed to ensure that students systematically acquire the skills needed, and learn to apply these skills with automaticity and confidence. The programs are designed to be used for core instruction in **primary grades** and/or for **intervention in any grade**.

An example of how a literacy block could be structured in a class is shared below. In addition to UFLI Foundations/Son-au-graphe, supplemental instruction strategies and resources are necessary to support a comprehensive literacy program.

To support student outcomes in literacy development, Language Arts instruction should integrate reading, writing, and oral language through a comprehensive approach that includes modelled, shared, guided, and independent practice.

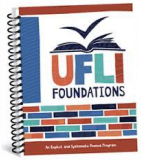
Suggested Breakdown of the 90 minutes Literacy Block		
30 minutes	30 minutes	30 minutes
UFLI Foundations or *Son-au- graphe* to build phonemic awareness, decoding, encoding and reading fluency.	Differentiation, including small-group supplemental support, center activities, and enrichment.	Language comprehension instruction to build vocabulary, oral language, background knowledge, etc.

Phonics instruction remains important as students grow older and should be tailored to their developmental stage. Instruction must be responsive to students' needs. In the early years, there is a stronger, more explicit, emphasis on foundational skills such as phonemic awareness and decoding. As students become more skilled, fluent readers, instruction shifts to deepen skills in areas like vocabulary, morphology, and comprehension.

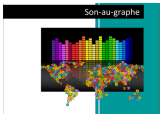
Both sets of skills remain important throughout a student's literacy journey.

Core Teaching Resources

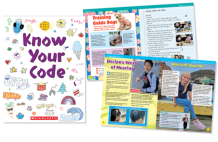
Resources to support the teaching of Word Recognition strands, including phonics instruction, which should be a core component of literacy instruction in all classrooms from Kindergarten to Grade 7.



UFLI Foundations Manual
Order via Ventris Learning



Son-au-graphe
Free



Know Your Code
Grade 3-5
Scholastic

Reading Rev
Grade 3-5
Reading Rev website

Word Origins
Grade 4-7
Order via Ventris Learning

Whole Class/Small Group Materials

Resources that help supplement the teaching of the Word Recognition strands. These materials can be used for whole class and/or small group instruction.

Cookie Sheets
Dollar Tree

Magnetic Letters
JOYNOTE Magnetic Letters

Grapheme Tiles
Hands2mind

Grapheme Tiles (French)
Fino Education

Decodables

Decodable books are **sequential** in nature and **build phonics knowledge gradually**, allowing students the opportunity to practice grapheme-phoneme correspondences and quickly build their confidence and ability to read connected texts.
(Click Here: *Reading Rockets*)

Canadian Decodable Readers

Abzilly

SyllaSense

Flyleaf Decodables

Bug Club Phonics

SyllaSense DECKodables (UFLI lessons 1-34)

The Yak Pack Comics

Cedar School Decodables*

West Coast Literacy*

Son-au-graphe and UFLI Foundations Decodable Text Guide for more options.

***Not yet found in UFLI Foundations Decodable Text Guide.**

French Immersion Decodables

Facile à lire

Une syllabe à la fois

Adorable et décodable

Décode

Scholastic décodables

Hi-Lo Readers (High Interest, Low-Vocabulary)

*These might be useful for older students who are strengthening their fundamental skills related to phonics.

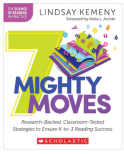
Red Canoe Books

Catch-Up Readers

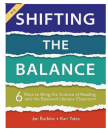
Phonics Decoders

Educator Resources

Suggested resources for professional learning for educators wanting to learn more about the Reading Rope, Writing Rope, Structured Literacy, and more related to literacy.

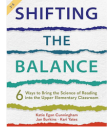


7 Mighty Moves
by Lindsay Kemeny



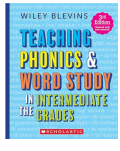
Shifting the Balance K-2
by Burkins and Yaris

7 Mighty Moves: Reading Resources
by Linday Kemeny

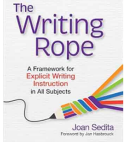


Shifting the Balance 3-5
by Burkins and Yaris

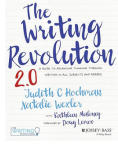
Know Better, Do Better
by Liben and Liben



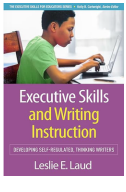
Teaching Phonics and Word Study in Intermediate Grades
by Blevin



The Writing Rope,
by Joan Sedita



The Writing Revolution 2.0,
by Hochman and Wexler



Executive skills and Writing Instruction
by Leslie Laud

Harnessing the Science of Learning
by Nathaniel Swain