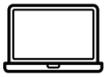


Early Literacy Intermediate Screener Teacher Guide - Grade 4-7 Simplified

The assessment is intended to be offered to students in the Fall to help teachers screen, identify and monitor a learner's needs for the purposes of guiding instructional decisions around critical reading skills.

Student responses can be recorded using:



Computer / iPad



OR



Pen & Paper

Early Literacy Intermediate Screener Purpose:

When a student is struggling with success in reading, it is important to discover what specific areas and critical skills they may be missing. This screener is similar to the screener being used from Kindergarten to Grade 3 but as a formative assessment tool. The Early Literacy Intermediate Screener (ELIS) mirrors the Primary Assessment of Reading Screener and is intended to be used as a screener. The implementation of this assessment should also be offered to students at the beginning of the school year and/or consultation with the School Based Team.

General Administration Guidelines

Record all attempts made by the student and relevant behaviours.

Keep these points in mind to ensure this assessment is completed in a timely fashion:

- To ensure fluency, a student should be able to respond within 3 second. If the student takes longer, mark the item as incorrect and prompt for the next item.
- If the student gets the first three items incorrect stop administration and move on to the next task.

Look for this icon on most subtest to reflect the "3 Second / 3 Questions" guideline:



Instructions:

1a/b. Initial & Final Sound

In "Sun," /s/ is the first/beginning sound.

What is the first sound in "Cup?" /k/ is the first/beginning sound.

I am going to say a word. Tell me the beginning/ first sound in the word _____.

fit

pal

dog

nib

ham

Repeat the same word and ask **What is the last/end sound of the word?**

Instructions: 2. Phoneme Blending

I am going to say the sounds in a word. Tell me what the word is: /c/ /a/ /t/ "cat."

g-o

m-a-n

b-ea-ch

t-r-i-p

s-t-o-p

Instructions: 3. Phoneme Segmentation

I'm going to say a word. Tell me the sounds you hear in the word: "cat", /c/ /a/ /t/.

man

nut

top

frog

slip

Instructions: 4. Medial Phoneme Isolation

I'm going to say a word. Tell me the middle sound of the word _____.

pen

man

hop

fit

sky

Instructions: 5. Medial Substitution

I am going to say a word. Change the middle sound from /i/ to /a/ to make a new word.

The word is “bit”. Change the /i/ to /a/. What is the new word?

The word is _____. Change /___/ to /___/.

The word is **ran**. Change the /a/ to /u/.

The word is **not**. Change the /o/ to /u/.

The word is **top**. Change the /o/ to /i/.

The word is **has**. Change the /a/ to /i/.

The word is **but**. Change the /u/ to /e/.

Instructions: 6. Complex Vowels

I will point to some letters. Tell me what sound these letters make?

Instructions: 7. Nonsense Words

I will point to some words. They are not real words. Using what you know about letters and sounds, read the *word*.

Can you tell me what this word is?

Instructions: 8. Reading Words

Can you tell me what this word is?



Early Literacy Intermediate Screener

Student View - Grades 4-7

6. Complex Vowels

ou oi er oo ar oy ow

7. Nonsense Words

cag
nok
teb
pum
dij

brob
snup
timp
slank
smest

thif
chun
whupp
mish
fath
pling

fibe
mape
boam
waib
zoob
houd
larp
joid
gorm
serg
royp



Early Literacy Intermediate Screener
Student View - Grades 4-7

8. Reading Words

have

young

their

something

about

friends

would

remember

people

himself

know

morning

show

certain

another

strong

why

nothing

found

front

school

understand

white

known

enough



End of Grade Three Critical Reading Targets

Phonological & Phonemic Awareness

Blending & Segmenting

- 3 to 4 sounds into word (/m//a//n/=man, /s//t//o//p/=stop)
- Initial, medial, and final sounds in 1-syllable words
- Manipulate phonemes (substitute, delete, and add sounds)
 - Eg: Substitute “n” in nap to “c”; take -away “f” from flake;
- Word families / onset-rimes (e.g. b-ack, s-top)
- Initial and final consonant digraphs (ch, sh, th, etc...)
- Some vowel digraphs (oo, ee, ea, ai, etc..)
- Diphthongs (ow, ou, oi, oy)
- R- controlled vowels (ar, er, ir, ur, or, ore, our)

Phonics

Decodes

- Multisyllabic words (6 syllable types)
- Words with inflectional endings and understands their spelling patterns
 - Eg: Doubling consonant, dropping final “e”, changing ‘y’ to ‘i’)
- Contractions
- Words with common prefixes and suffixes

Reading Words

- Recognize approx. 500 words by sight

Fluency

- Sustains 20-30 minutes independent reading
- Reads with expression & phrasing
- Adjusts speed and rate of reading
- Changes voice with punctuation and emotion words

Vocabulary

- Uses sensory detail, description language, clear & specific vocabulary
- Knowledge of root words, compound words, and syllabication
- Knowledge of common prefixes, suffixes and word endings
- Text features – glossaries, dictionaries, heading, captions, and illustrations
- Reflects on, identifies and assesses strategies to make meaning and figure out unknown words
- Begins to identify and understand idiomatic expressions
- Uses academic language related to reading (plot, conflict, theme, etc...)

Comprehension

- In discussions, uses strategies before during and after reading and viewing to confirm meaning
 - Accessing prior knowledge
 - Predicting
 - Making connections
 - Asking questions
- Visualizes, sketches and uses graphic organizers to support comprehension
- Summarizes / retells events with some detail, identifies problem/solution, main & supporting characters, and makes basic inferences to draw conclusions

Definitions of Critical Reading Components

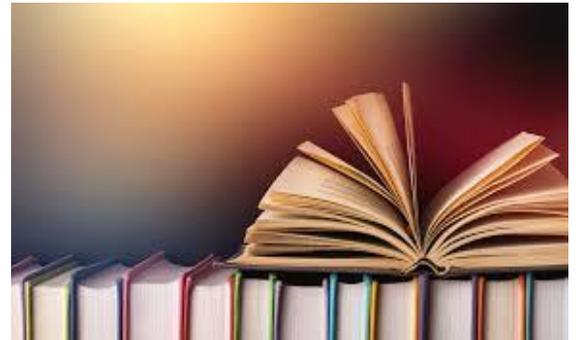
Phonological & Phonemic Awareness

Phonological awareness is the ability to notice the sound structure of spoken words (Kilpatrick, 2015). It includes recognizing words, recognizing and producing rhymes and segmenting words into syllables and segmenting and blending onset and rime.

Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is a part of phonological awareness. It includes isolating, segmenting, blending and manipulating individual sounds (Honig, Diamond & Gutlohn, 2008).

Phonics

A system for approaching reading that focuses on the relationship between letters and sounds (Kilpatrick, 2015).



Fluency

Reading Words at an adequate rate, with a high level of accuracy, appropriate expression, and understanding (Birsh & Carreker 2018).

Vocabulary

Vocabulary is the knowledge of words and word meanings (NIL, 2007; Honig, Diamond & Gutlohn, 2008).

Comprehension

Comprehension is making sense of what we read. Comprehension depends on good word recognition, fluency, vocabulary, wordly knowledge, and language ability (Birsh & Carreker 2018).

