

*St Mary's School
Northampton*



Literacy Pro Practices and Procedures

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Northampton

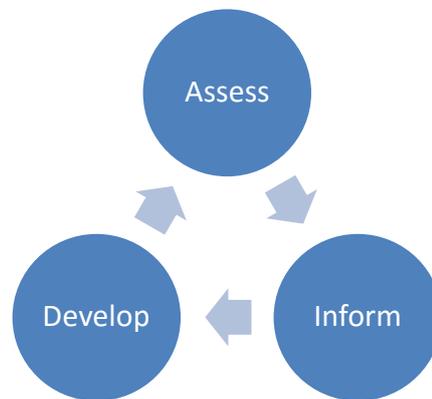
Introduction

Scholastic Literacy Pro is a research-based, online assessment literacy resource that provides teachers with evidence-based data so they are informed when making teaching and learning decisions to develop their students into successful, proficient readers.

Scholastic Literacy Pro, aids readers for success through:

Powerful
Readings
Opportunities

The three critical functions of Literacy Pro are:



Assess readers' ability and text complexity on the Lexile developmental scale.

Inform teachers about reading performance compared to norm-referenced data.

Develop readers' skills through targeted reading of the right books.

(Scholastic Learning Zone, 2015)

The Lexile Framework

Literacy Pro is powered by Lexile levelling. Lexile measures are based on over thirty years of research and are the most widely adopted measure of reading level and text difficulty. A Lexile is a unit of measurement used when determining the difficulty of text and the reading level of readers.

Educators and students use Lexile measures to select books at a level that will challenge students – not so difficult as to be frustrating, but difficult enough to encourage reading development.

The LitPro Test is a computer-adaptive test that measures a student’s reading comprehension using authentic passages from fiction and non-fiction texts. The student receives a Lexile measure when he or she completes the LitPro Test. The LitPro Test adjusts the level of difficulty of the items until the student demonstrates consistent accuracy at his/her Lexile level.

Lexile to Year Level Correspondence

Year Level	Reader Measures
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L

(The Lexile Framework for Reading, 2015)
(Scholastic Learning Zone, 2015)

Literacy Pro Procedures

At St Mary's School, Literacy Pro is used for students in Years One to Six, on an identified needs basis. Over the course of the year, students will take the LitPro Test on three occasions to determine and/or review their Lexile level. It is an online test, only undertaken at school, fully supervised by a staff member. The test needs to be completed under appropriate 'testing' conditions where the students are able to focus without noise and distractions.

- Students who have achieved a 28 PM Reading Level, or as determined by the classroom teacher, are able to sit the test.
- The test involves multiple choice questions. The computer automatically steps questions up or down in difficulty according to student responses. It is unique for each student as it assesses their reading ability and comprehension. On completion of the test, a Lexile Level is awarded to each student.
- Students using Lexiles will select, borrow and read books from the Lexile Library, within their range, on a regular basis.
- Once a student has read a Lexile book, they complete a Lexile Quiz. The Lexile Quiz contains ten multiple choice questions. Immediate positive feedback is given on completion of the test and points awarded if the test is passed.
- If a student scores a mark of seven or more, out of ten, in the Lexile Quiz, they are deemed to have passed and may choose another book from the Lexile Library. If a pass mark is not achieved, at the teacher's discretion, the student rereads the book and resits the Quiz.
- The Lexile Quiz can be completed at home or at school. If the Quiz is undertaken at home, adult intervention and access to the book is not permitted. At school, the Lexile Quiz will take place at the discretion of individual classroom teachers. Options include before school or during Silent Reading.
- Students are only permitted to sit one Lexile Quiz per day.
- Parents can log on to Literacy Pro at home to look at their child's progress, achievement, books read etc.
- Alternative reading programs for high achieving students will be implemented after discussions take place between the classroom teacher and the parents.
- The Lexile Library is separate to the School Library.
- The Lexile level books range from 100 to 1 000+.
- Classroom teachers will monitor and track the reading progress of each child throughout the year.
- Award level certificates for students will be presented at Friday School Assemblies.
- Students will have access to classroom computers and/or iPads to complete the Lexile Quizzes.
- Classroom teachers will record each student's Lexile Level as part of their ongoing evaluation and assessment.
- To access a book from the Lexile Library, the students will select a book and write their name, the book's title and barcode on the designated sheet in the Lexile Library. Students must write legibly as this information is electronically recorded by an Education Assistant on a daily basis.

Reading

Reading is a complex process. Reading is processing words, symbols or actions to derive and/or construct meaning. Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts.

Reading is:

- making meaning from texts
- a social practice that is used to accomplish a wide range of purposes
- questioning and critiquing texts
- cracking the code that is letters, words, sentences and texts
- the active, integrated problem solving process of making sense of texts

Readers:

- participate in the meanings of texts
- critically analyse and transform texts
- break the code of texts
- use texts functionally

At St Mary's School, we teach reading using a diverse approach. There is no single right way to teach reading, as students have such varied backgrounds. Our approach incorporates:

- use of a range of reading procedures
- use of varied grouping structures
- use of a range of data-collection tools
- introduction of a variety of texts
- explicit teaching of a range of reading strategies
- development of knowledge within all cues
- support for reading development through other literacy strands
- integration of reading instruction across the curriculum
- use of a range of effective teaching and learning practices

In teaching Reading at St Mary's School, we will employ a range of techniques. Some of these techniques are:

- Reading to students
- Modelled Reading
- Language Experience
- Shared Reading
- Guided Reading
- Book Discussion Groups
- Independent Reading
- Home Reading
- Literacy Pro

(First Steps Reading, 2013)

(School Curriculum and Standards Authority, 2015)

Parent Assistance

Reading is not a perfect process and if your child is having difficulty reading a book or feeling stressed, try doing any of the following:

- Read aloud and together - the child reads slightly behind you as you read in your normal reading voice.
- Take turns - you read a page, sentence, or paragraph and your child reads the next one.
- Read and reread - read the page, sentence or paragraph and then your child rereads it.
- If the book is boring, too complex or too silly - find another one.

Some tips for home reading:

- Establish a home reading routine. Read aloud with your child every day in your home language. Share your excitement for reading and this will be the model your child will adopt.
- Before you read a book with your child, talk about the illustrations and the title. Read the blurb and talk about the author.
- If reading time is stressful, move to a new location. Instead of sitting at the kitchen bench, move to the lounge room floor, or go outside and sit under a tree or take the books to the local coffee shop.
- Find a reading time that works for your family. Limit the time and set the timer if reading in the past has always been difficult. It is better to have an enjoyable fifteen minutes than a laborious thirty minutes where everyone is left feeling frustrated.
- Ask questions that encourage your children to talk about what they have read. Questions such as: *What was your favourite part? Tell me about the characters. What do you think will happen next? Where did the story take place? What do you like/dislike about this book?*
- Encourage your child to read independently. A bed light is one of the best enticements for your child to read before going to sleep.
- Avoid judging your child's reading with words such as: *'good', 'excellent' or 'getting better'*. Instead say things about the strategies your child uses when reading such as: *'I like how you read on when you came to that difficult word.'* *I like how you changed your voice to be the voice of the character in the story.'* *'I noticed that you reread the bit that did not make sense.'*
- Visit the local library - make it a family ritual on a set every week. Let your children select their own books while you day select books you are interested in reading. Not every book has to be read cover to cover. Your child might select books on the basis of illustrations or factual information about a topic of interest. Independent readers pick and choose what they read. They are entitled to read some and reject others.
- Turn the television off. Model what it means to be an enthusiastic reader. Create a home of readers where everyone is seen to read. Talk about what you have read. Read aloud what makes you laugh and share it with your child.

(Lowe, K. 2015. Parents' guide to helping children at home with reading and writing. PETAA)