

# A Full Literacy Program of Instruction

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# NLS: Problems with the 'Problem'

- Canadian children score high on international assessments of literacy:
  - PIRLS: 4<sup>th</sup> graders in Quebec & Ontario were outperformed by students in only Sweden, Netherlands, England.
  - PISA: Canadian 15 yr olds were outperformed only by students in Finland.\*

CCL Policy Paper for CLLRNet NLS

# Misinterpretations of IALS

- Not true that 49% of Canadians cannot read/write well enough to meet daily needs.
- Of the 49% who scored in Levels 1 & 2:
  - \* Most were not native speakers of English or French.
  - \* An average of 3% in each level showed reading difficulties when given assessments on subcomponents such as those documented as effective components of a literacy program.
  - \* Texts & genres unfamiliar to many whose lives did not include them

# Evidence Gap

- The CLLRNet policy papers point out the following:
  - Little solid evidence – of anything (ex: Phonics helps)
  - Need more RCTs on impact of instruction on achievement
  - A review of past large-scale policy implementations concludes that the likelihood of putting an effective literacy policy/practice in place in Canada is almost nil.

# Nevertheless: The National Literacy Strategy

- Only one paper implied an evidence-based Canadian Strategy for Early Literacy:
  - Phonics and other approaches to aid word reading
  - Maybe synthetic phonics (over analytic)
  - Maybe (or not) phonemic awareness before letter/sound instruction
  - Maybe reading comprehension strategy instruction
  - Not so sure what fluency means much less how to measure it.

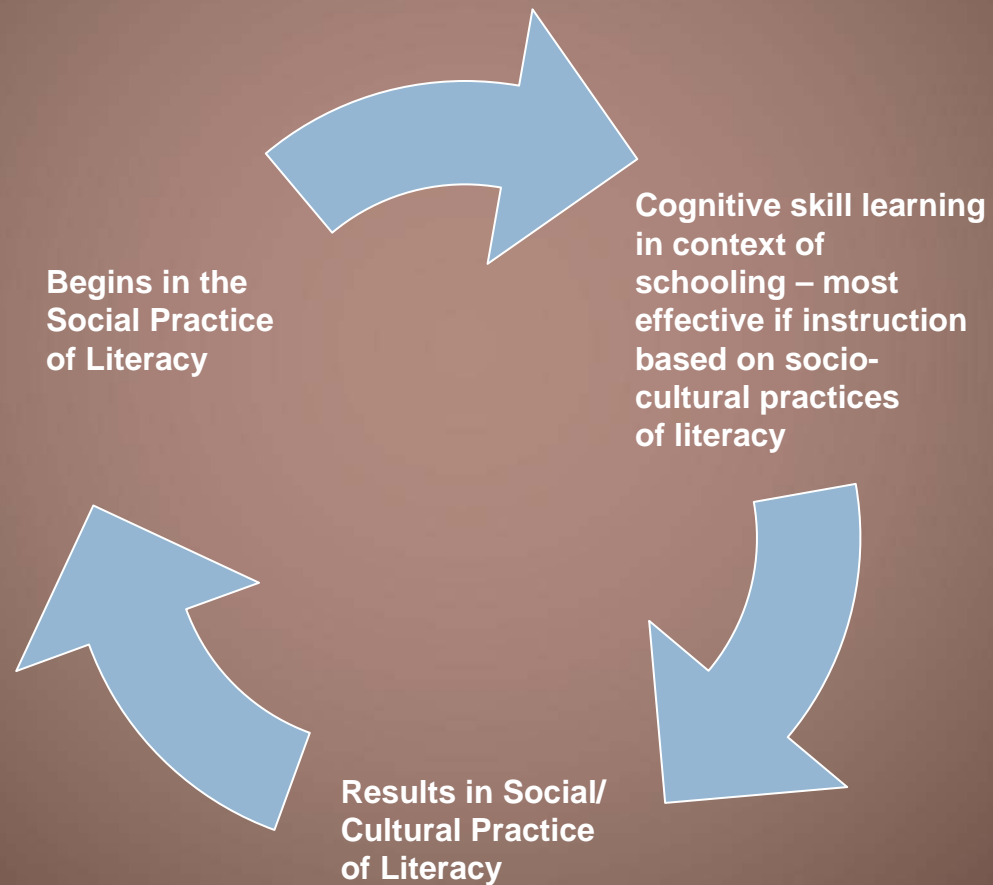
**MISSING**

**THE BIGGER PICTURE!**

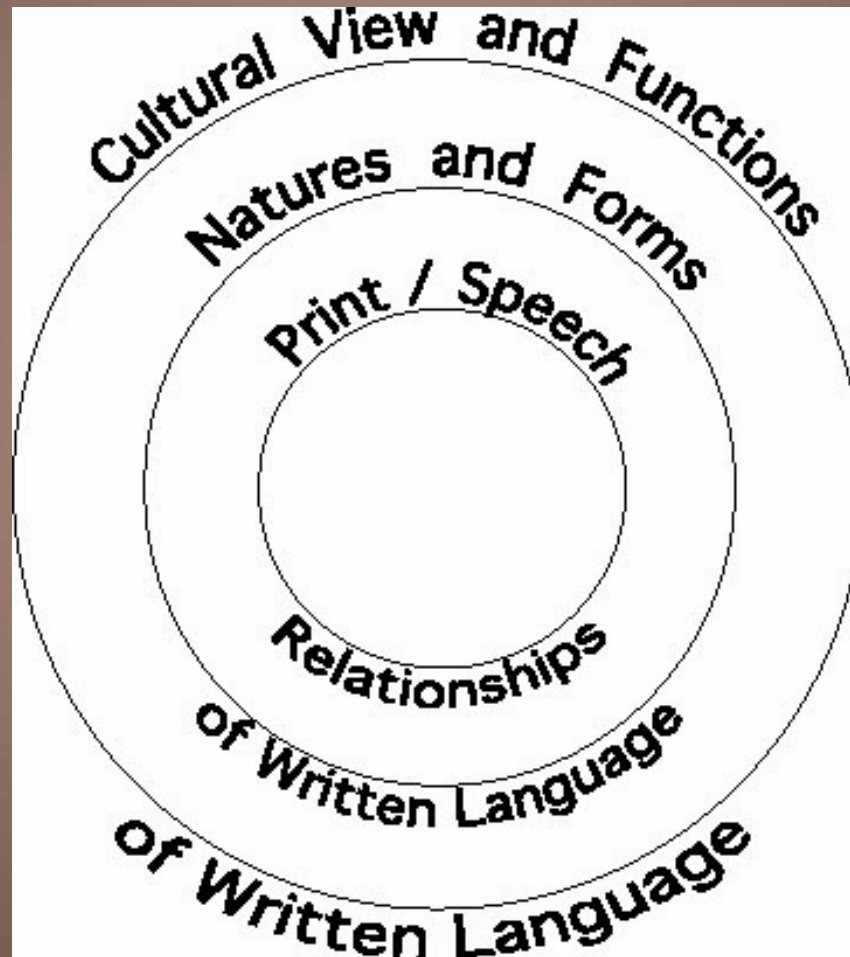
# Literacy is More than 5 Types of Skills

- Literacy is reading and writing, listening to, and comprehending different texts in life for different life purposes/goals.
- Literacy mediates personal and community lives.
- As such, literacy is cultural *practice*.

# Print Literacy Development



# What Do Learners Learn From Cultural Practices of Literacy?



# NLS Needs....

- An increased (in quantity, quality, and scope) research base.
  - E.g. What do Canadian teachers already do re literacy/literacy basics; Can we find relationships among teacher practices and student growth?
  - E.g. What does literacy instruction based on the ‘big picture’ view of literacy look like? Where is it happening? With whom? Etc.

# NLS Needs

- Fund large RCTs to assess impact on achievement of 'big picture' literacy instruction re other types
- Modify and test further models based on research outcomes

# Big Picture Literacy Instruction

1. Learn literacy practices of your students in their homes/communities.
2. Develop literacy activities that engage students in reading/writing real-life texts (e.g. advertising flyers) for real-life purposes (to see cakes at a cake sale).
3. Explicitly and systematically teach skills & strategies.
4. Formatively assess skills as part of real-life reading/writing activities.

# Finally

- Focus funds and efforts on First Nations and other socially/culturally/linguistically marginalized youth and families.

THANK YOU

[www.cpls.educ.ubc.ca](http://www.cpls.educ.ubc.ca)

[www.authenticliteracyinstruction.com](http://www.authenticliteracyinstruction.com)