# Early Literacy Intermediate Screener (ELIS)

# Teacher Guide - Grade 4-7

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 purpose of guiding instructional decisions and critical reading skills.

## 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.

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## General Administration Guidelines

- 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.
- Record all attempts and relevant behaviours made by the student.
- Commonly **" "** are used to identify letter names whereas **//** are used to represent a sound. Eg: "c" may be /k/ or /s/
- Teachers are invited to use hand motions that would align with Tier 1 instruction of phonemic skills.

## Instructions: 1a/b.
## Initial & Final Sound (Phoneme)

- Instruction: **In "Sun,"  /s/ is the first/beginning sound.**
- Practice: **What is the first sound in "Cup?"  /k/ is the first/beginning sound.**
- Prompt: **I am going to say a word.  Tell me the beginning/ first sound in the word _____.**

    Record all responses.

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

| fit |
| pal |
| dog |
| nib |
| ham |

**MORE INFO**

**When teaching phonological awareness, avoid adding the /uh/ sound after consonants.**
**Eg:  make clipped /b/ not "buh." This is also important for phonics instruction.**
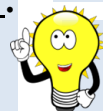
## Instructions:  2. Phoneme Blending

**I am going to say the sounds in a word and you put the sounds together and tell me what the word is:**

  **/c/ /a/ /t/ "cat."**

  Record all responses.

| 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/.**

Learner can use signals and/or manipulatives that are a part of classroom learning routines.

  Record all responses.
.

| man |
| nut |
| top |
| frog |
| slip |

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**DID YOU KNOW?**
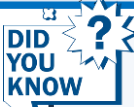
## What is the difference between phonics and phonological awareness?

Phonics - involves the relationship between sounds and written symbols.
Phonological Awareness - involves the awareness of sounds in spoken words.

## Instructions: 4. Medial Phoneme Isolation

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

    Record all responses.

    | pen  man  hop  fit  sky |
    | --- |

## Instructions: 6. Complex Vowel

- **I will point to some letters.**

- **Tell me what sound these letters make?**

    Record all responses.
    (Use student view on page 5)

## Instructions: 5. Medial Substitution

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

- Practice: **The word is "bit". Change the /i/ to /a/. What is the new word?**

- Prompt: **The word is _____. Change / __/ to /__/.** Record all responses.

    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/**.

**MORE INFO**

### Recording Student Responses

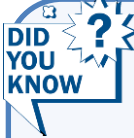Try recording as much information about student behaviours during the screener.

Commonly "" are used to identify letter names whereas // are used to represent a sound.

Eg: "c" may be /k/ or /s/..

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# Early Literacy Intermediate Screener (ELIS)

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**DID YOU KNOW?** Fluent readers with large sight word vocabularies are better able to devote their attention to comprehending text. Sight word vocabulary (Reading Words) is all the words you instantly recognize both regular and irregular.

Nonsense words follow predictable patterns and are useful to assess how students apply the phonic skills being taught. Students need these skills to be able to read words they do not know.

## Instructions: 7. Nonsense Words
(Find the words on page 5)

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

- Prompt: **Can you tell me what this word is?**

You may need to remind students,
- These words don't have meaning
- These words sound weird because they aren't real words

Record all responses.

*Optional: This assessment could be given as a spelling assessment as well.*

## Instructions: 8. Reading Words
(Find the words on page 6)

- **Can you tell me what this word is?**

Record all responses, including multiple attempts. When students sound out one letter at a time can be separated with a dash (-).

When offering word lists to students, try to reduce the visual impact by using a masking card to frame or isolate the word.

Record all responses.

**MORE INFO** Teachers may consider offering the word lists from the PARS 1 & 2 for students that may be struggling with the Grade 3 words. In formative assessment, it is always helpful to know what a child **can** do so we can build on their strengths.

**Next Steps** Nonsense word fluency measures a student's ability to recognize patterns and decode individual phonemes to make words to read.

## 6. Complex Vowels

**ou    oi    er    oo    ar    oy    ow**

## 7. Nonsense Words

| | | | |
|---|---|---|---|
| cag | brob | thif | fibe |
| nok | snup | chun | mape |
| teb | Timp | whupp | boam |
| pum | Slank | mish | waib |
| dij | smest | fath | zoob |
| | | pling | houd |
| | | | larp |
| | | | joid |
| | | | gorm |
| | | | serg |
| | | | royp |

## 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, 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).
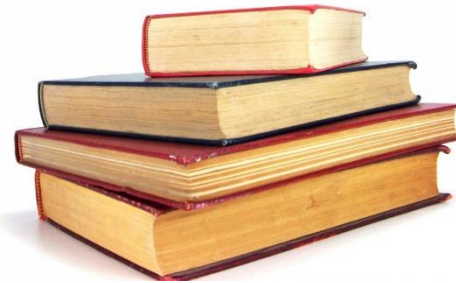
### Fluency

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, word knowledge, and language ability (Birsh & Carreker 2018).