

# K-12 LITERACY SUPPORTS COMMUNITY OF PRACTICE

February 26, 2026



Ministry of  
Education and  
Child Care



# TERRITORIAL ACKNOWLEDGEMENT

*With gratitude, we acknowledge our privilege to meet with you today on the traditional territories of the ləkʷəŋən People, known today as the Songhees and Xwsepsum First Nations.*

# AGENDA

- 1 Initiative Updates
- 2 Breakout Room Discussions
- 3 School District Highlights
- 4 Breakout Room Discussions
- 5 Closing



# **K-12 LITERACY SUPPORTS INITIATIVE UPDATES**



# K-12 LITERACY SUPPORTS INITIATIVE

- Government has invested \$30M over 3 years to improve literacy levels for BC students
- We are in Year 2 of this initiative, and Years 2 (2025/26) and 3 (2026/27) will focus on 3 key priorities:
  - Mandating screening in Kindergarten this year and expanding early literacy screening into additional grades in the 2026/27 school year
  - The development of a K-3 BC screening tool in English and French immersion that will be available for use in the 2027/28 school year
  - Supporting teacher capacity building, including the development of literacy instruction and intervention resources

# MANDATING SCREENING

- A new regulatory structure will be established to support a consistent approach to early literacy, early literacy screening, and reporting of screening results.
- The ministry will also be expanding mandatory screening to ensure all K-3 public school students are screened starting in 2027/28.
  - ✓ 2025/26: Mandatory screening in K (at a minimum)
  - 2026/27: Mandatory screening at K-3
  - 2027/28: Mandatory screening in K-3 using the B.C. Early Literacy Screening Tool

# B.C. SCREENING TOOL

- The ministry is working with a team of researchers to develop the B.C. Early Literacy Screening Tool, available in both English and French for French immersion.
- This will provide a consistent, province-wide assessment for early literacy in K-3.
- Unlike other commercially-available tools, this tool will use norms derived from B.C. students and be reflective of B.C.'s curriculum and cultures.
- Tool development is underway, and we anticipate tool being ready and mandated for use at the start of the 2027/28 school year.
- Information on districts opportunities to participate in tool piloting and field testing during the 2026/27 school year will be as they are confirmed

# B.C. SCREENING TOOL

- Research Lead for the project and lead for the development of the tool in French for French immersion
- Canada Research Chair of Literacy Development and Bilingual and Multilingual Children
- Extensive expertise in literacy screening and identifying reading difficulties among French immersion students

## Dr. Becky Chen

(University of Toronto and the Ontario Institute for Studies in Education)



- Lead for the development of the tool in English
- Canada Excellence Research Chair in Developmental Science
- Extensive expertise in literacy skills development, predictors of reading achievement, screener efficacy and response to literacy interventions

## Dr. Sara Hart

(University of Waterloo and Canada Excellence Research Chair in Developmental Science )



- B.C. Indigenous researcher supporting the tool in both English and French for French immersion
- Proud member of the Samahquam First Nation
- Assistant Professor in the School and Child Psychology Program
- Extensive expertise in literacy screening for Indigenous students and insights into the unique needs of B.C.'s Indigenous & multilingual communities

## Dr. Melanie Nelson

(University of British Columbia)



# TEACHER CAPACITY BUILDING

- The ministry will be investing in teacher resources and training to support both current teachers working in the K-12 system and those in teacher education programs. This includes:
  - Developing a B.C. Early Literacy Screening Tool professional learning module
  - Creating curriculum-aligned guides for literacy instruction and intervention
  - Partnering with post-secondary institutions to pilot a Centre of Excellence and developing a literacy micro-credential
  - Developing an open access, online series for literacy professional learning modules

# UPCOMING KEY DATES

- Expression of Interest open for applications for districts interested in piloting the B.C. Screening Tool (March 2026)
- Piloting School Districts selected (April 2026)
- Teacher Focus Groups established (April 2026)
- Literacy Supports Implementation Committee established (April 2026)
- Literacy Supports Implementation Committee Meeting #1 held (May 2026)
- Piloting of B.C. Screening Tool's K-1 measures begins with Piloting School Districts (May 2026)
- School District Professional Learning Plan Expenditure Reports due (June 30, 2026)
- Implementation Supports Committee Meeting #2 held (June 2026)

**Next CoP meeting will be held on May 14, 2026**

# BREAKOUT ROOM #1:

30 mins

## Discussion Questions

- What are your initial reactions to the ministry's current priorities and recent updates to the K-12 Literacy Supports Initiative?
- Do you have any questions or require any clarification regarding the ministry's approach to literacy?
- What aspects of the K-12 Literacy Supports Initiative are you most excited or encouraged by?
- What considerations should the ministry keep in mind to support effective implementation of mandatory screening, the B.C. Early Literacy Screening Tool, and teacher capacity building?

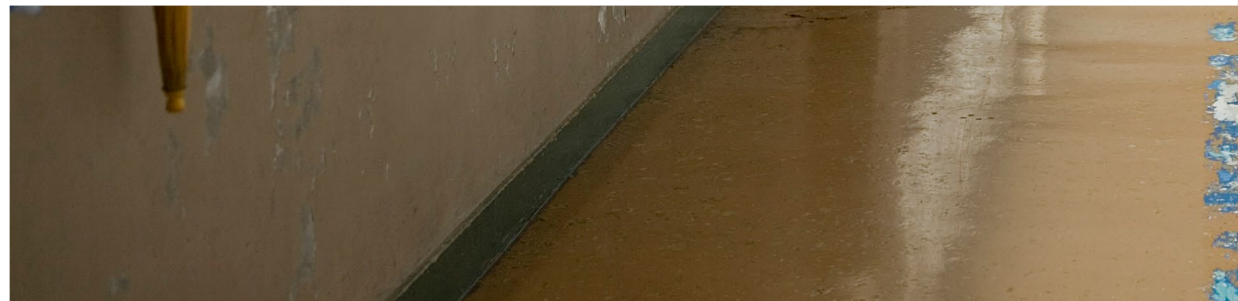


Please email your notes to:

[Literacy.Supports@gov.bc.ca](mailto:Literacy.Supports@gov.bc.ca)



# SCHOOL DISTRICT HIGHLIGHTS



# EARLY LITERACY INITIATIVES SD 40



New  
Westminster  
Schools

# Early Literacy Screening SD 40

## The Journey So Far





## Engagement and Consultation

- Meetings with NWTU President and Co-President
- K-12 Literacy Supports Initiative Working Group
- Indigenous Education Council Presentation
- DPAC Presentation
- Presentations to the Board of Education
- Ongoing collaboration with the district's Literacy Planning Table



## District Approach

- Two 0.60 FTE Literacy Facilitators appointed in 25-26
- 8 elementary schools and Home Learners Program (POLs)
- 71 divisions in K, K-1 and grade 1
- 125 teachers, Support Staff (ELL and LSTs) and school administrators trained to use the Acadience screening tool



## District Approach

- All kindergarten and grade 1 students screened this year by classroom teacher
- Students screened three times per year: October, February, May
- K FI students were screened in English at BOY
- K FI student screened in French for MOY



## District Approach

- Teachers in Grade 2 and 3 continue to screen using DIBELS 8
- Growing interest in Grades 4 and 5 to screen using DIBELS 8
- Middle schools grades 6-8 screened using DIBELS 8

## Establish Common Terms of Reference

- Early Literacy Screening Criteria
- Formative assessments in literacy instruction
- What is systematic, explicit evidence-based literacy instruction?
- What are reading interventions?

## SYSTEMS BASED DECISION MAKING

“Using data to inform instruction isn’t about labeling students; it’s about identifying needs and unlocking potential.”

Michael Fullan 2016

[www.popey.ca](http://www.popey.ca)



## The Effectiveness of Screening and Progress Monitoring

Grade	M/F	Reading Composite Score (0-405)	Phoneme Segmentation Fluency (0-100)	Nonsense Word Fluency-CLS (0-175)	Nonsense Word Fluency-WWR (0-50)	Letter Naming Fluency (0-60)
Grade 01	F	14	7	2	0	5
Grade 01	F	224	55	100	30	39
Grade 01	F	61	22	9	1	29
Grade 01	F	238	38	113	34	53
Grade 01	F	42	13	8	0	21
Grade 01	F	63	30	15	0	18
Grade 01	F	64	19	25	0	20
Grade 01	M	55	15	7	1	32
Grade 01	M	106	28	38	0	40
Grade 01	F	127	17	55	8	47
Grade 01	M	75	29	19	0	27

# Leading with Literacy: A Vision for Change



New  
Westminster  
Schools

Together we gather, with purpose and care,  
Leading with vision, a future to share.  
Braving new pathways, we take a bold stand,  
Grounded in research, with data in hand.

Data speaks for the child—we listen, we learn,  
Shaping decisions at every turn.  
With courage and insight, we chart a new way,  
Ensuring that every child thrives every day.

Through collaboration, the landscape transforms,  
Shifting instruction, reshaping norms.  
Equity guides us, each step that we take,  
Opening doors for the change we will help make.

As literacy leaders, we answer the call,  
A future of reading for one and for all.  
With knowledge as compass and courage as guide,  
We build a strong foundation, with learners beside.



**POPEY** 

Provincial Outreach Program for the Early Years

[www.popey.ca](http://www.popey.ca)

MVP

# it's possible!

a leadership plan for implementing quality reading instruction and **ensuring literacy for all**



**pati montgomery**  
and **angela hanlin**

*foreword by jan hasbrouck*

## LEARNING TOGETHER

- Principals and vice principals participation in book study with Angie Hanlin
- District Literacy Planning Table working on the district's new literacy framework
- CUPE Professional Development in November 2025
- District wide Professional Learning Day in April 2026 with literacy focus



## District Literacy Team

- Continue to support teachers with Early Literacy Screening
- Support evidence-based strategies for Tier 1, 2 and 3 instruction
- Support educators with data analysis and interpretation to drive instruction
- Create resources for enrolling and non-enrolling teachers that are easy to use and implement



## KEY INSIGHTS AND REFLECTIONS

- Continue to build capacity with teachers district wide
- Increase in teachers requesting support with screening data and literacy instruction
- Teachers continue to benefit from support with interpreting results and determining next steps
- Teachers are working with school-based teams when interpreting data



## Key Insights and Reflections

- Creating a culture of teamwork
- Inspire the learning community to be lead learners in their respective context
- System-wide support: district staff, school admin, school-based team
- Collaboration is key
- Literacy Team is knowledgeable, supportive and are classroom teachers too. They live it every day!



# OUR COMMITMENT TO STUDENTS

“There is no power for change greater than a community discovering what it cares about.”

Margaret Wheatley  
'Turning to One Another'



Sandra Singh

Director of Instruction, Learning and Innovation

New West Schools

[ssingh@sd40.bc.ca](mailto:ssingh@sd40.bc.ca)



North Vancouver  
**School District**  
the natural place to learn®

# NORTH VANCOUVER SCHOOL DISTRICT

## LITERACY INITIATIVE

# Traditional Land Acknowledgement



We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Səlilwətaʔ Nation on whose traditional territory the North Vancouver School District resides.

We value the opportunity to learn, share, and grow on this traditional territory.

*“the term storyWORK signals that Indigenous stories are to be taken seriously and that we as storytellers and storylisteners/readers/learners can work together to learn from and with these stories.”*

*Dr. Jo-ann Archibald*

# Approach to Literacy Screening



Designed *by* educators,  
*for* educators

Literacy Assessment Portfolio  
from Kindergarten to Grade 7

- Teacher Guide
- Student Materials
- Student Portfolio

# Literacy Assessment Portfolio



- Inclusion of Universal and Targeted Instructional Supports
- Additional Assessments
  - Oral Language Checklist
  - Oral Language Proficiency Indicators
  - Writing Checklist
  - Writing Proficiency Indicators

**Oral Language Proficiency Descriptors**

**Term 1: Yellow**  
**Term 2: Pink**  
**Term 3: Blue**

**Procedure:** This assessment is used as needed throughout the year to provide a more detailed picture of a student's oral language development. While the descriptors reflect end-of-year expectations (Term 3), students may demonstrate these competencies at different points in the year. Highlight the Proficiency Descriptors using the corresponding colour for the term in which they are observed (Term 1: Yellow, Term 2: Pink, Term 3: Blue).

**Please note:** Communication from learners can be expressed in a variety of forms for many of the descriptors included.

Oral Language Skills	End-of-Year Proficiency Descriptors
<b>Vocabulary</b> Understanding, recognizing, and using words, phrases and messages and acquisition of words in different contexts.	<ul style="list-style-type: none"> <li>uses Tier 1 (base-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas</li> <li>understands vocabulary associated with texts (e.g. book, page, chapter, author, title, web page, website, heading, table of contents, pictures and diagrams)</li> </ul>
<b>Sentence Construction (Syntax)</b> Forming grammatically correct sentences that include clear meaning and coherence in both spoken and written communication.	<ul style="list-style-type: none"> <li>uses conjunctions (e.g. "and", "but", "so") to provide more information (e.g. "She wears boots and a jacket")</li> <li>repeats sentences using additional describing words (adjectives)</li> <li>identifies sentence types, including statement or question</li> <li>uses features of oral language to convey and derive meaning, including using near words correctly and expressing ideas clearly</li> </ul>
<b>Oral Storytelling</b> The ability to tell and create stories that are meaningful for making ongoing sentences in writing.	<ul style="list-style-type: none"> <li>includes descriptive details such as text-specific words in stories (e.g. "A brave knight lived in a huge castle.")</li> <li>uses vocabulary to describe actions and emotions, including descriptive words (e.g. "She was so excited the reader's stop jumping up and down.")</li> <li>retells stories or events using text-specific vocabulary and key details in both fiction and non-fiction text (e.g. identifying the main characters, setting, themes, facts, events, etc.)</li> <li>begins to understand that reading or telling a story about involves changing tone and pitch</li> <li>understands literary elements and devices (i.e. poetic language, figurative language, sound play, images, colour, symbols)</li> </ul>
<b>Exchange Ideas and Perspectives</b> Forming ideas and perspectives that are clear, relevant, and purposeful in communication.	<ul style="list-style-type: none"> <li>communicates clearly when exploring, inquiring, and comparing</li> <li>uses strategies when interacting with others, including making and sharing connections, asking questions for clarification and understanding, and taking turns as communicator and listener</li> <li>demonstrates use of social language to solve problems and interact co-operatively with others (e.g. respecting contributions of others)</li> </ul>
<b>Oral Language Strategies</b> Communication strategies used by students to extend or clarify their meaning.	<ul style="list-style-type: none"> <li>communicates clearly enough to be understood by peers and adults (with appropriate expression and adjusting volume, pace, tone, and articulation)</li> <li>uses strategies when expressing and presenting ideas, information, and feelings, including accessing prior knowledge, engineering thinking by following a simple framework, and predicting some of the information the audience needs to know</li> <li>actively participates in classroom language activities</li> </ul>
<b>Listening</b> The active process of attending to, comprehending, and responding to communication, which requires an active involvement in a classroom setting.	<ul style="list-style-type: none"> <li>uses strategies when listening to make and clarify meaning, including preparing for listening, focusing on the speaker, asking questions, and recalling ideas</li> <li>Understands and follows classroom language activities and classroom routines</li> </ul>

Note: This page is based on material adapted from the BC Foundational Learning Progressions and the BC English Language Arts Curriculum.

**Personal Writing Checklist**

**Procedure:** Create or select a writing prompt offered in the "Additional Assessments" section of the LAP Teacher Guide. Students will complete a writing sample. It is suggested that at least two writing samples be completed over the course of the year (Terms 1 and 3). Teachers should gather evidence for this strand from regular classroom writing, where students have opportunities to plan, discuss, and revise their work.

Check the corresponding box of the skills observed within the cold write.	Term 1	Term 3
<b>Text Structure - Form</b>		
<ul style="list-style-type: none"> <li>communicates an idea in writing that may be enhanced by a related detailed picture</li> <li>writes several sentences (2-5 or more) to express ideas with some supporting detail.</li> <li>connects sentences and ideas in a logical order</li> </ul>		
<b>Critical Thinking &amp; Writing Craft - Meaning &amp; Style</b>		
<ul style="list-style-type: none"> <li>conversational writing and may repeat simple sentence patterns</li> <li>includes some descriptive detail to support meaning and adds describing words (adjectives) to extend ideas</li> <li>forms complete sentences that include a subject and predicate</li> <li>expands sentences by adding information (e.g., what, where, when, who)</li> <li>uses nouns and verbs accurately in sentences</li> </ul>		
<b>Transcription &amp; Syntax - Conventions</b>		
<ul style="list-style-type: none"> <li>uses appropriate spacing between letters and words</li> <li>forms lowercase and uppercase letters using appropriate strokes, directionality, and size</li> <li>capitalizes names and some beginning of sentences and proper nouns</li> <li>uses graphemes to represent most sounds, including initial, final, and many medial phonemes</li> <li>begins to use common spelling patterns (CVC, CCVC, CVCC, CVCe)</li> <li>spells words using learned concepts and high-frequency words; uses phonetic spelling for unfamiliar words</li> <li>uses pronouns appropriately; reference is generally clear to the reader</li> <li>constructs compound sentences using coordinating conjunctions (e.g., and, but etc.)</li> <li>uses present and past tense verbs correctly (e.g., plays/played)</li> <li>uses punctuation (e.g., period, exclamation mark) to end sentences</li> </ul>		

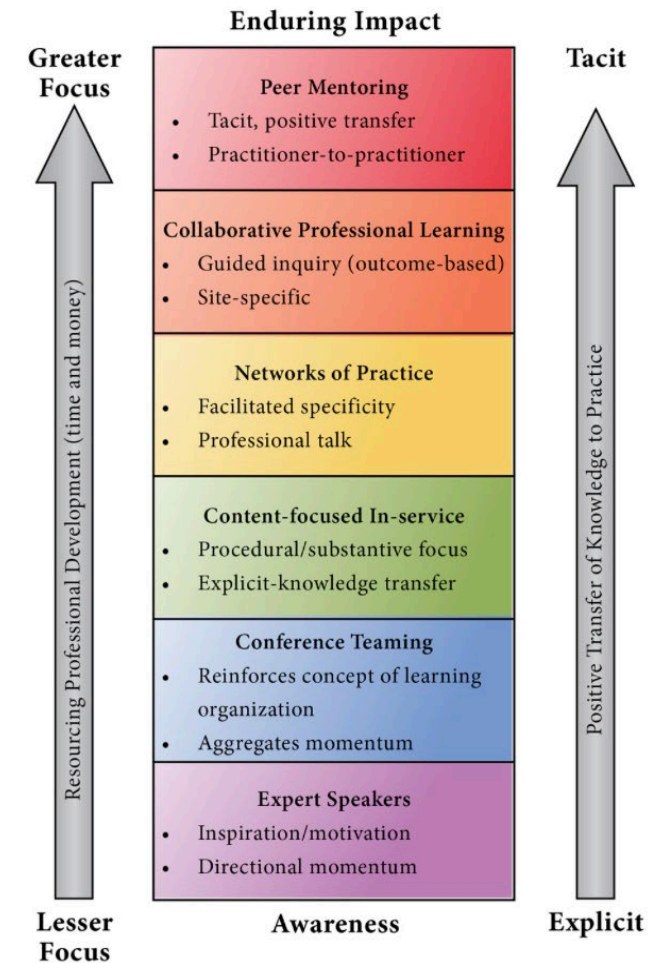
Note: This page is based on material adapted from BC Foundational Learning Progressions, the BC English Language Arts Curriculum and the Early Learner Profile (Central Okanagan Public Schools, Early Learning and Literacy Helping Teachers, 2017).

# Supporting Educators

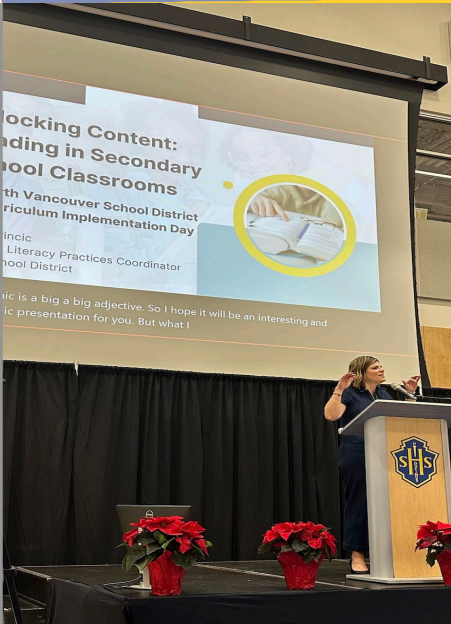
Collaborative and led by educators

- Teacher Leaders, Indigenous Education Team, Inclusive Education Team, ELL Specialists, Literacy Centre Team, etc.
- Teacher Leaders
- Instructional Networks
- Professional Learning
- Curriculum Implementation Day
- Opportunity to engage in a pilot and share feedback

## Professional Development Continuum



# Literacy Screening Journey

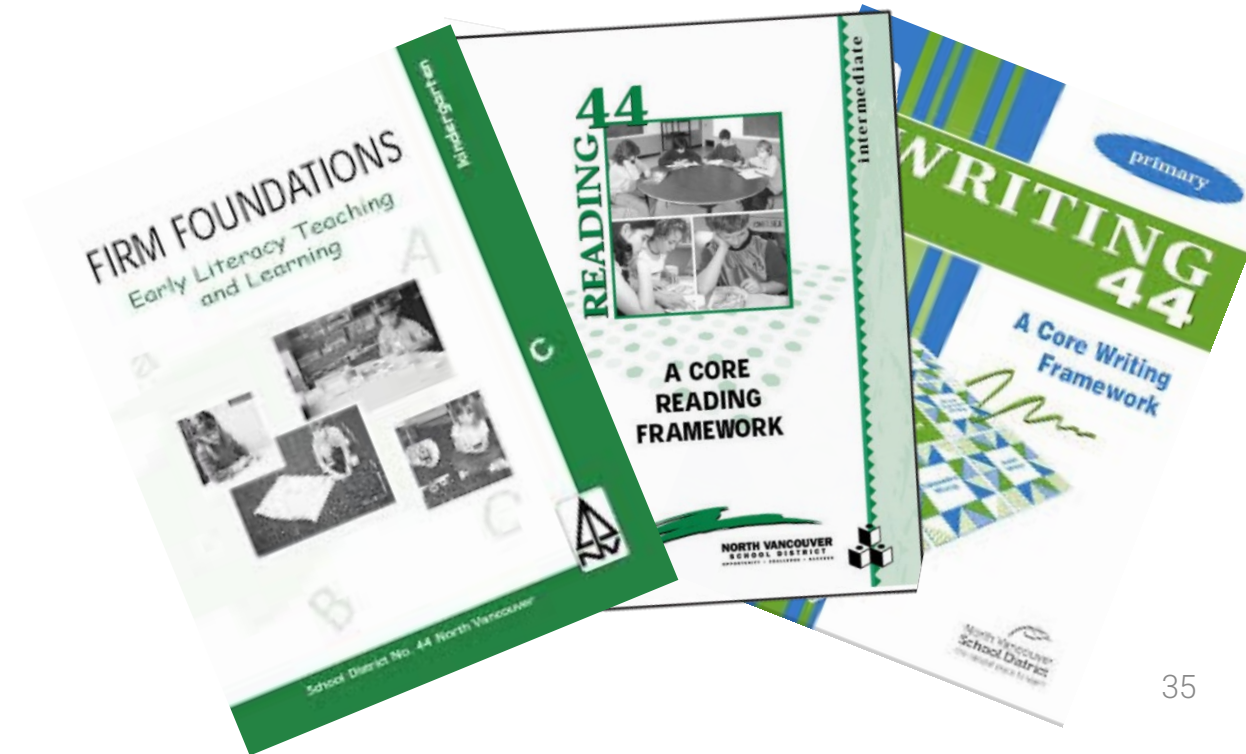


- **Sept 2025 – Professional Learning**
  - Kindergarten Teachers and Learning Services Teachers
  - Administrators, Instructional Network Leads, Secondary Teacher Leaders, etc.
- **Dec 2025 – Curriculum Implementation Day**
  - Over 2000 educators (K-12 Educators, Educational Assistants, Specialist Staff, Administrative Assistants, etc.)
- **Additional Supports**
  - Teacher Leader support directly to Kindergarten Teams
  - Release time to co-assess, learn, practice, analyze, etc.
  - French Immersion Kindergarten Teacher Network

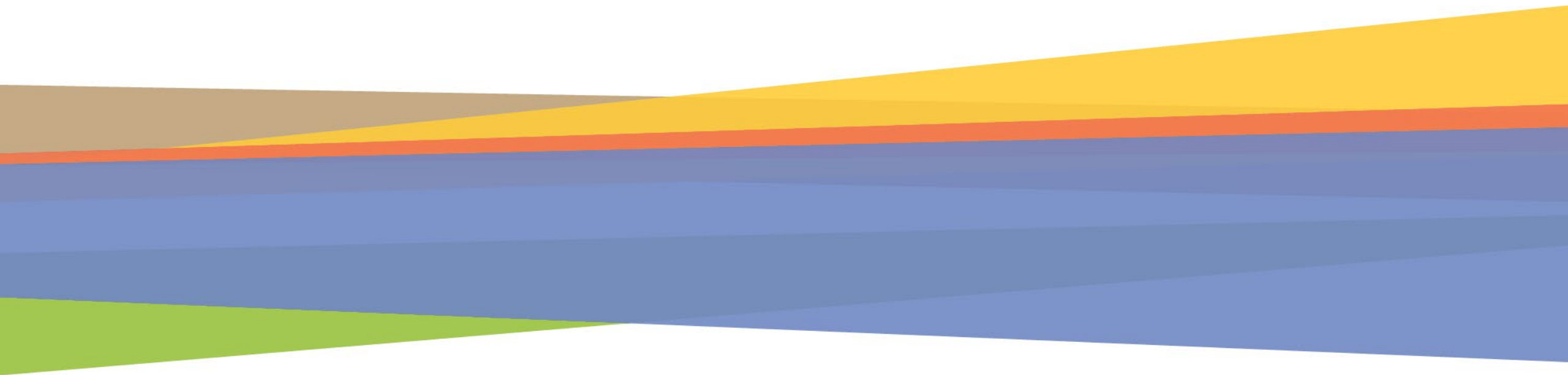


# Enduring Understandings

- Teacher Leaders
- Instructional Networks
- Curriculum Implementation Day and Professional Learning
- Collaborative Resource Development
- Pilot and Feedback
- Time and Patience



Thank you!



# BREAKOUT ROOM #2:

30 mins

## Discussion Questions

- How has your district been supporting and building teacher knowledge and expertise in early literacy screening, instruction, and intervention?
- Are there any key insights, trends, or learnings that emerged in relation to screening and/or teacher capacity building that you would like to share with the group?
- Were there any ideas shared in the school district highlights that made you reflect on or reconsider how your district is approaching early literacy screening, instruction, and teacher capacity building?
- Are there any literacy approaches or projects in your district that you would like the opportunity to highlight at a future Community of Practice meeting?



# CONCLUSION

- Next Community of Practice Meeting is May 14, 2026
- The main focus of this discussion will be ramping up screening to K-3 in the next school year
- If you are interested in sharing what your district is doing or if you have key questions you are hoping to see addressed at the next meeting, please reach out to the Literacy Supports inbox at

[Literacy.Supports@gov.bc.ca](mailto:Literacy.Supports@gov.bc.ca)

A blurred classroom scene with a teacher at the front and students raising their hands. The teacher is a woman with long dark hair, wearing a brown jacket, holding a whiteboard marker. Several students in the foreground have their hands raised, indicating an interactive lesson. The classroom has a whiteboard, a projector screen, and wooden desks.

# QUESTIONS?

Please send any remaining questions  
or suggestions to:


**K-12 Literacy Supports Initiative Team at**

**[Literacy.Supports@gov.bc.ca](mailto:Literacy.Supports@gov.bc.ca)**



 **K-12 Literacy Supports Initiative Team**

 Literacy.Supports@gov.bc.ca

 <https://curriculum.gov.bc.ca/literacy-screening>

**THANK YOU**