

OUR COMMITMENT TO STUDENT LEARNING IN LITERACY







K-8 EARLY SCREENING & PROGRESS MONITORING

In alignment with the [Manitoba Guiding Principles for a Comprehensive Approach to Reading Instruction](#) and the proposed [Bill 225 Universal screening for learning disabilities](#), students in Louis Riel School Division receive **early screening** and **progress monitoring** which enable early identification of student learning needs and inform student programming decisions.

Early reading screening involves the use of evidence-based tools to identify students who may face future reading challenges. Effective tools assess foundational reading skills, offer reliable and valid results, and provide immediate data to inform instructional decisions. The Comprehensive Test of Phonological Processing (CTOPP-2) is the primary screening tool used in Louis Riel School Division (LRSD). This is supported by progress monitoring tools that target more specific reading skills in both French and English.

For additional information: [Literacy Screening & Progress Monitoring in Louis Riel School Division](#).



K-4

LITERACY OVERVIEW

PHONICS



A way to teach reading and writing by showing how the sounds of spoken words match the letters or groups of letters in written words.

/K/ /Ä/ /T/
↓ ↓ ↓

cat



PHONEMIC AWARENESS

The ability to hear, identify, and manipulate the smallest units of sound, including blending sounds together and segmenting words into individual sounds.

BACKGROUND KNOWLEDGE



We build background knowledge by learning new things, making connections, and exploring ideas. This growth happens through subjects like science, social studies, literature, and through personal experiences.

VOCABULARY DEVELOPMENT



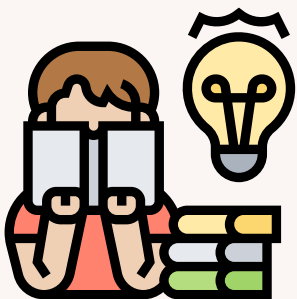
The skill of understanding and using new words across speaking, listening, reading, and writing. Printed words represent ideas and must be taught explicitly through structured methods.



FLUENCY

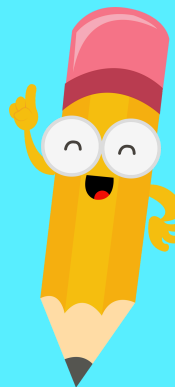


The skill of reading a text accurately, fluently, and with appropriate expression and comprehension.



WRITING CONNECTIONS

A clear and focused approach to building strong writing skills. It begins with the basics—words and sentences—and progresses to writing a variety of genres of texts for specific purposes and audiences.



DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

K-8

LITERACY OVERVIEW

MORPHOLOGY

The study of word parts helps students decode new vocabulary by learning about roots, prefixes, and suffixes. This strengthens their understanding of what they read.



FLUENCY BUILDING

Fluency means reading smoothly, accurately, and with expression. When students practice fluency, they read with a natural flow and better understand what they're reading. This helps them enjoy reading more and grasp deeper meanings in stories and texts.



BACKGROUND KNOWLEDGE

We build knowledge by learning new things, connecting ideas, and exploring the world. A strong foundation of knowledge helps students better understand what they are learning.



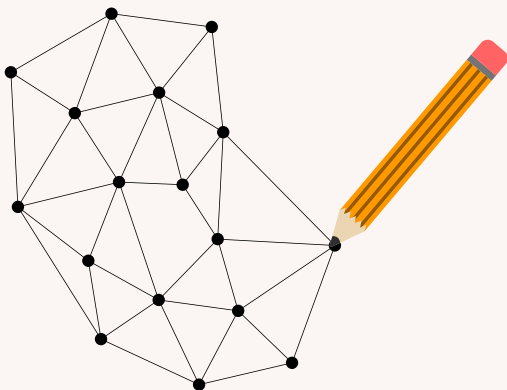
VOCABULARY DEVELOPMENT

Vocabulary development means learning and using new words in speaking, listening, reading, and writing. Because words represent ideas, they must be taught clearly and explicitly. A strong vocabulary and background knowledge help students better understand what they read—these are key supports for strong reading comprehension.



WRITING CONNECTIONS

Explicit instruction builds practical writing skills. It focuses on combining sentences into more complex thoughts through narrative, informational, and opinion writing. These skills are integrated into content areas such as science and social studies.



DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION