



D I V I S I O N   S C O L A I R E

LOUIS RIEL

S C H O O L   D I V I S I O N

# Working Together to Consolidate Literacy Instruction in Grades K-4

A Framework for Effective  
Early Reading and Writing Instruction

*December 6, 2010*

# Agenda

- The intent of our literacy focus
  - Goals
  - Next 16 months
- A framework for effective early literacy instruction
  - Reflect on our collective professional practice
- Next steps

# Defining Literacy

Literacy is considered to be the ability of an individual to read, comprehend, make connections, and respond to text and is foundational to success in a text-rich society. A literate person is able to process information and communicate effectively with others in writing, speech, and visual representation, giving, receiving, and making sense of information.

Ontario Principals' Council (2009)

# Literacy in LRSD

- Teachers in LRSD work diligently and effectively to guide students to develop their listening, speaking, reading, writing, and thinking skills.



# The Intent of Our Literacy Focus

- Improve and sustain student literacy
- Promote a division-wide focus
- Support all teacher colleagues to enhance their instructional practices to ensure that all students improve their proficiency as
  - Readers
  - Writers
  - Listeners
  - Speakers
  - Thinkers

# Promoting a Division-wide Focus

- Over the next 16 months, school-based Literacy Teams from each school will come together for a series of “spring-board” conversations.
- Literacy Teams will, in turn, facilitate professional learning with colleagues in their schools to promote conversations and actions that support student literacy.

# “Spring-board” Conversations

December  
2010

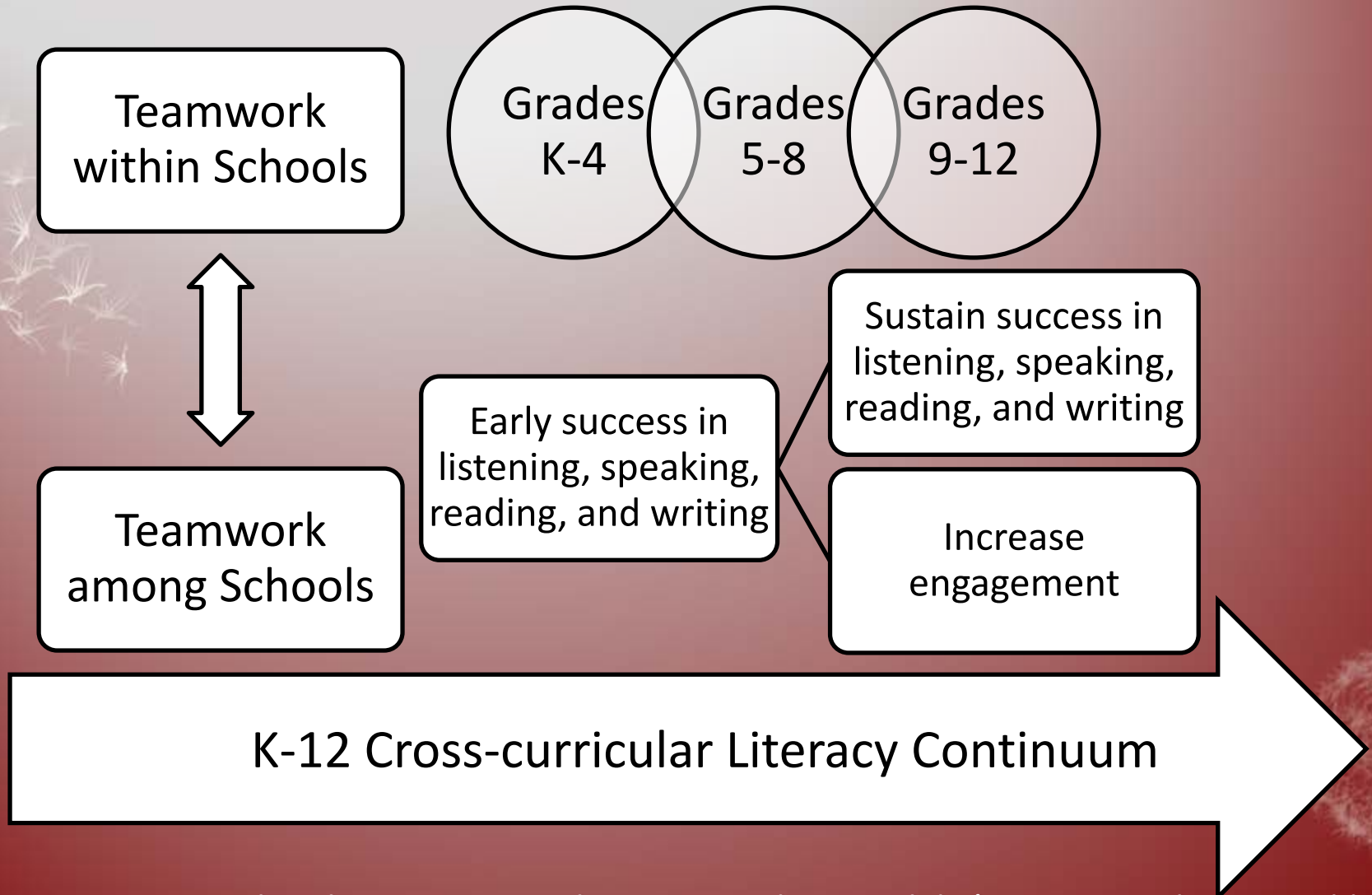
April  
2011

October  
2011

February  
2012

June  
2012

# Building a Literacy Focus



# Question

- Does Christian's graphic organizer help to define our Literacy Focus?
  - a) Yes
  - b) No

We are going to test our clicker technology!

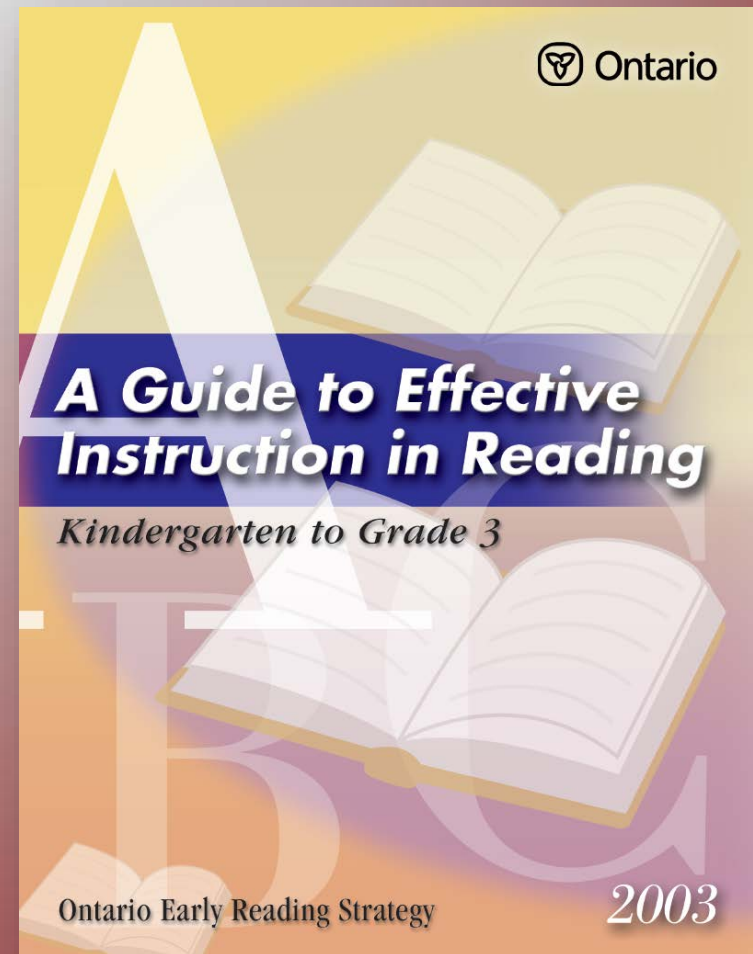
Your responses are anonymous.

# Our Goal for Literacy in Grades K-4

- For all of our students
  - Early success in listening, speaking, reading, and writing
- For all of our teachers
  - The enhancement of our knowledge and skills in the area of effective listening, speaking, reading, and writing instruction

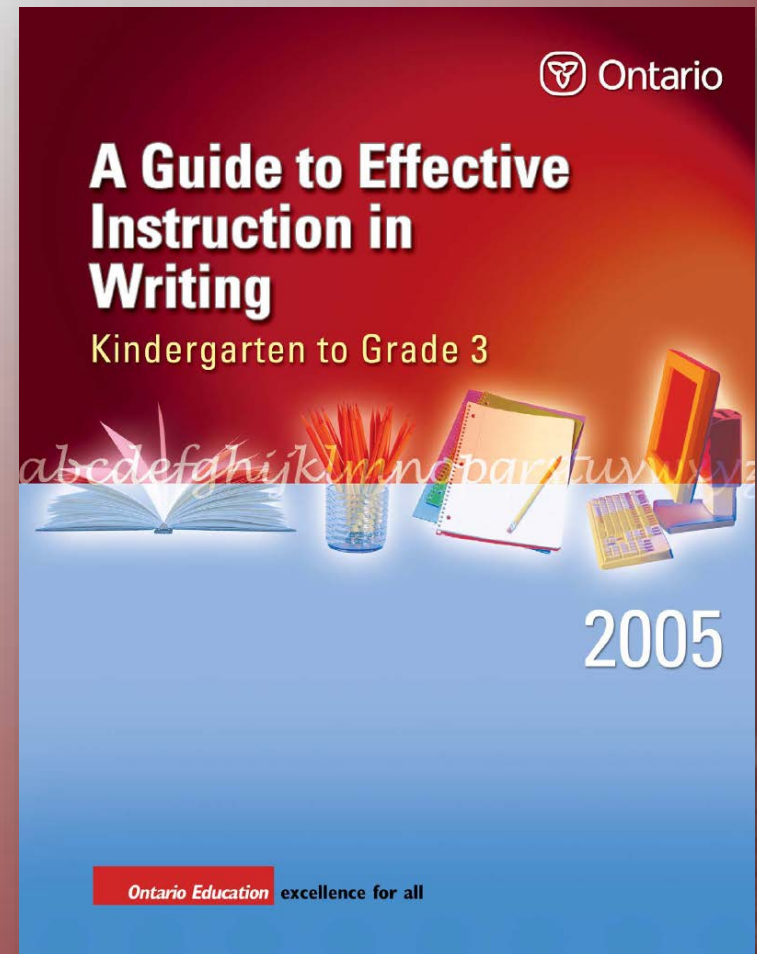
# Effective Early Reading Instruction

- A Framework for Effective Early Reading Instruction
  - The Knowledge and Skills Required for Reading
  - Key Instructional Approaches
  - Teaching Practices That Support Early Reading Achievement
  - Learning to Read Within Vygotsky's Zone of Proximal Development
  - Assessment Practices That Support Early Reading Achievement



# Effective Early Writing Instruction

- A Framework for Effective Early Writing Instruction
  - The Knowledge and Skills Required for Writing
  - Key Instructional Approaches
  - Teaching Practices That Support Early Writing Achievement
  - Learning to Write Within Vygotsky's Zone of Proximal Development
  - Assessment Practices That Support Early Writing Achievement



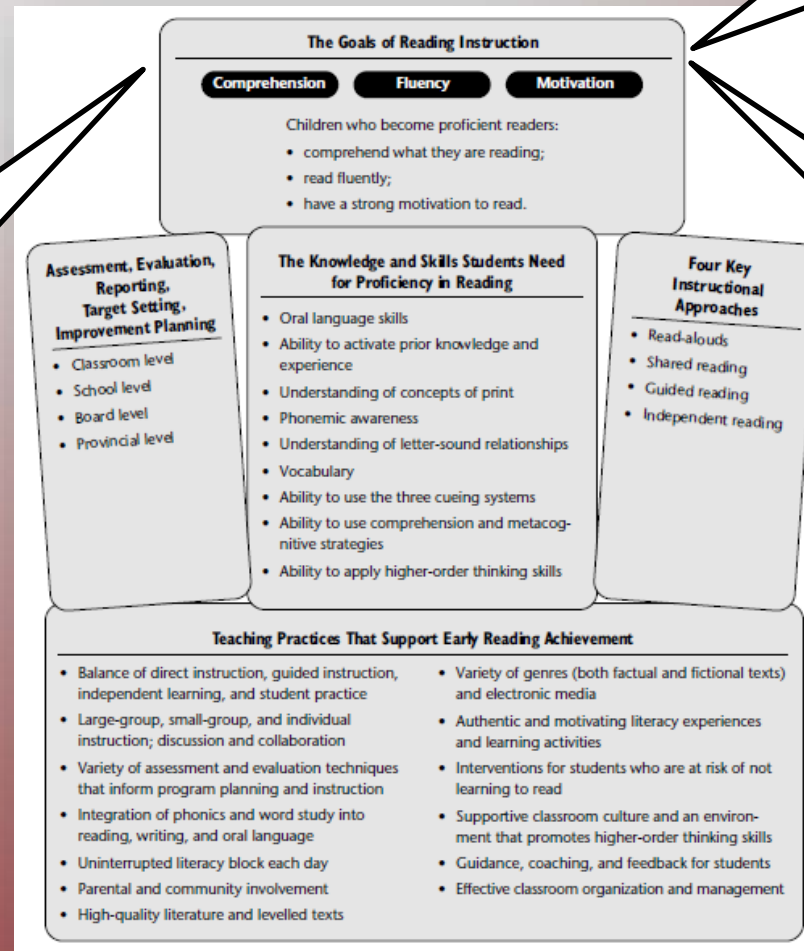
# A Framework for Effective Early Reading Instruction

## The **CAFE** Menu

- Comprehension
- Accuracy
- Fluency
- Expand Vocabulary

## Fountas and Pinnell

1. Interactive read-aloud and literature discussions
2. Shared and performance reading
3. Guided reading
4. Writing about reading
5. Phonics, spelling and word study



## Daily Five

1. Read to self
2. Read to someone
3. Listen to reading
4. Work on writing
5. Work on spelling and words

# The Goals of Reading Instruction

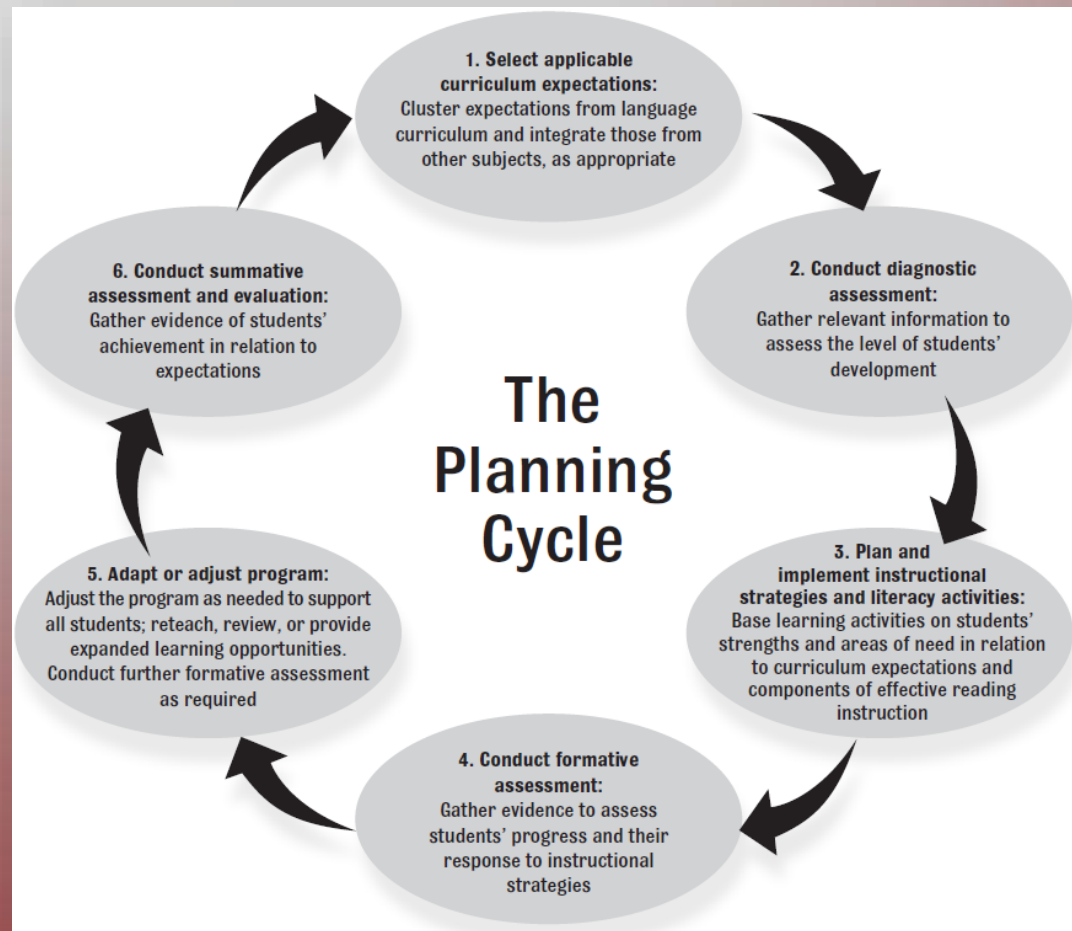
- Children who become proficient readers:
  - comprehend what they are reading;
  - read fluently;
  - have a strong motivation to read.

# The Importance of Early Reading Success

Evidence continues to mount that early success in reading is the key to long-term success in school and in lifelong learning, and that early intervention when reading problems arise is essential if long-term problems are to be avoided.

(Crévola and Hill, 2001)

# Planning an Effective Reading Program

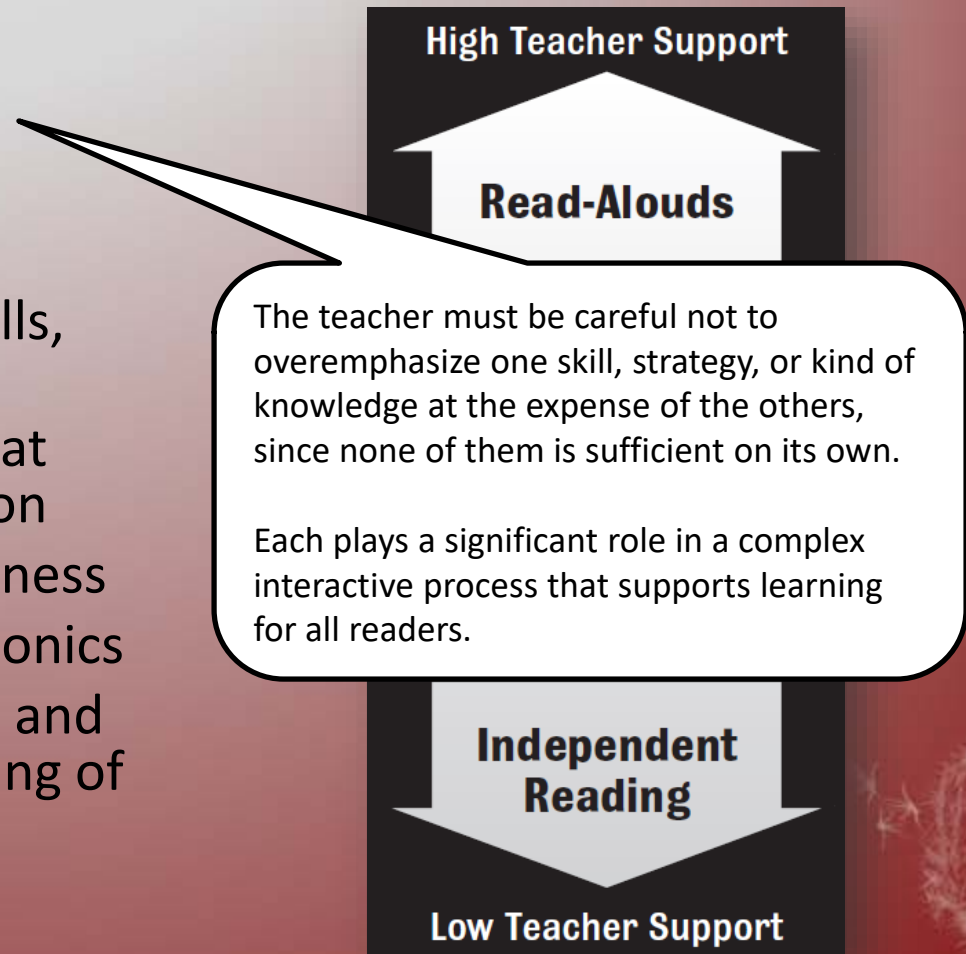


# The Knowledge and Skills Required for Reading

- Oral language skills
- Ability to activate prior knowledge and experience
- Understanding of concepts of print
- Phonemic awareness
- Understanding of letter-sound relationships
- Vocabulary
- Ability to use the three cueing systems
- Ability to use comprehension and metacognitive strategies
- Ability to apply higher-order thinking skills

# Key Strategies in Reading Instruction

- The teacher embeds various planned opportunities for students to develop
  - their oral language skills, strategies
  - strategies and skills that support comprehension
  - their phonemic awareness
  - their knowledge of phonics
  - their ability to decode and understand the meaning of unknown words



# Important Instructional Approaches

## Modelling

- Demonstrating skills and strategies needed to become competent readers
- Demonstrating the kinds of behaviour expected from students
- Displaying joy in and enthusiasm for reading
- Modelling think-alouds and reflection (i.e., metacognitive behaviours and strategies)

## Thinking aloud

- Articulating thoughts so that the thoughts, and the thinking process, become apparent to students
- Talking through a process while demonstrating it
- Encouraging students to think aloud to assist the development of their learning

## Scaffolding

- Building on prior learning to teach new tasks
- Providing the bridges between previous lessons and experiences and new work
- Providing students with opportunities to explore and perform newly and previously taught tasks
- Ensuring that the material chosen is appropriate to the reading task

## Coaching and guiding

- Providing clues and prompts, and helping students apply learned strategies
- Helping students think through activities and reflect on their learning and their thinking processes
- Encouraging students to formulate questions to extend their learning and to problem-solve

## Encouraging risk-taking and exploration

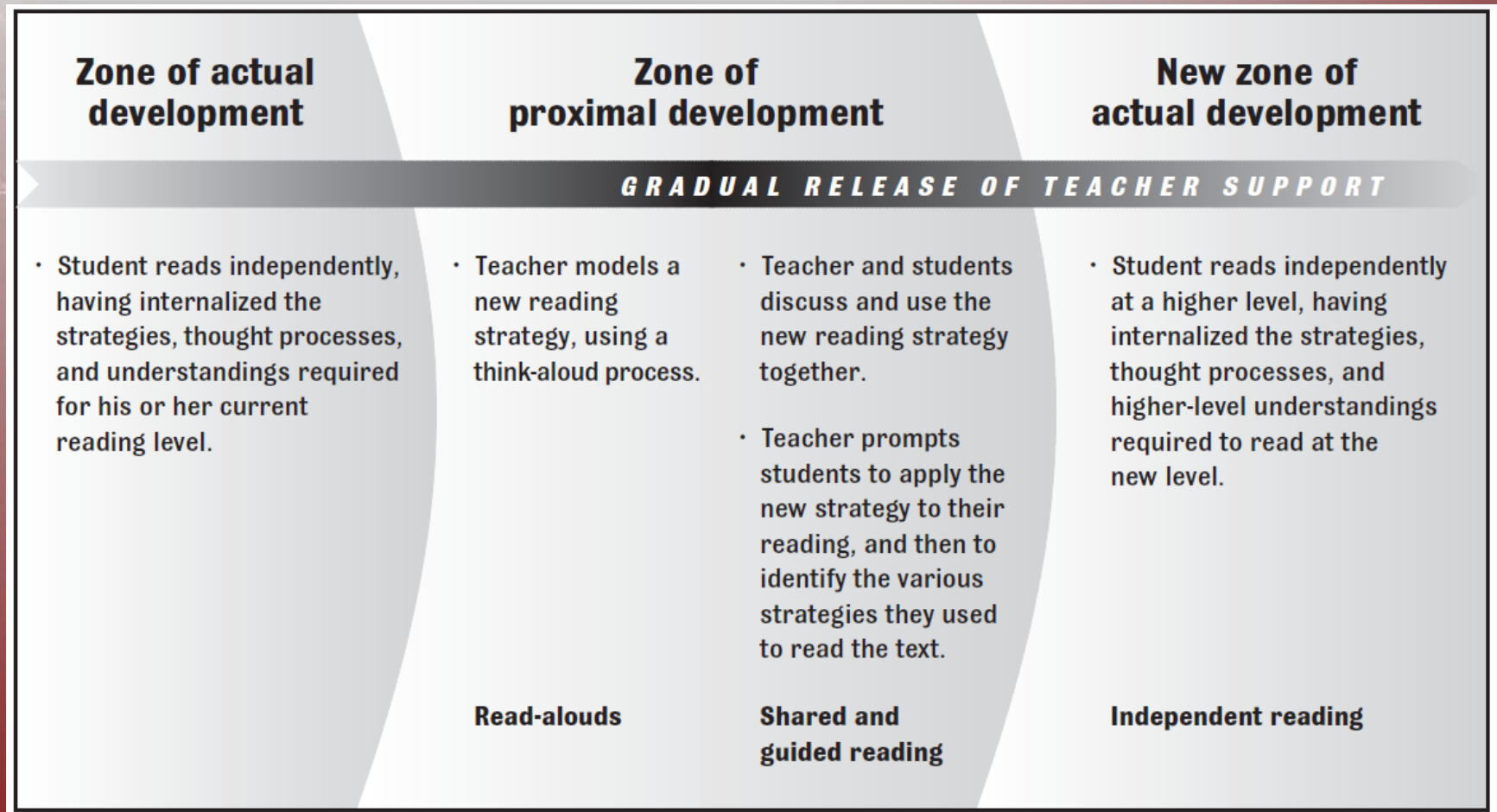
- Modelling risk-taking and trial-and-error methods for students so that they understand that new learning involves a period of uncertainty and that making errors is part of the learning process
- Demonstrating how learning can occur from making an error
- Providing students with opportunities to explore new ideas and learning

## Assessing and evaluating student progress and reflecting on one's own practice

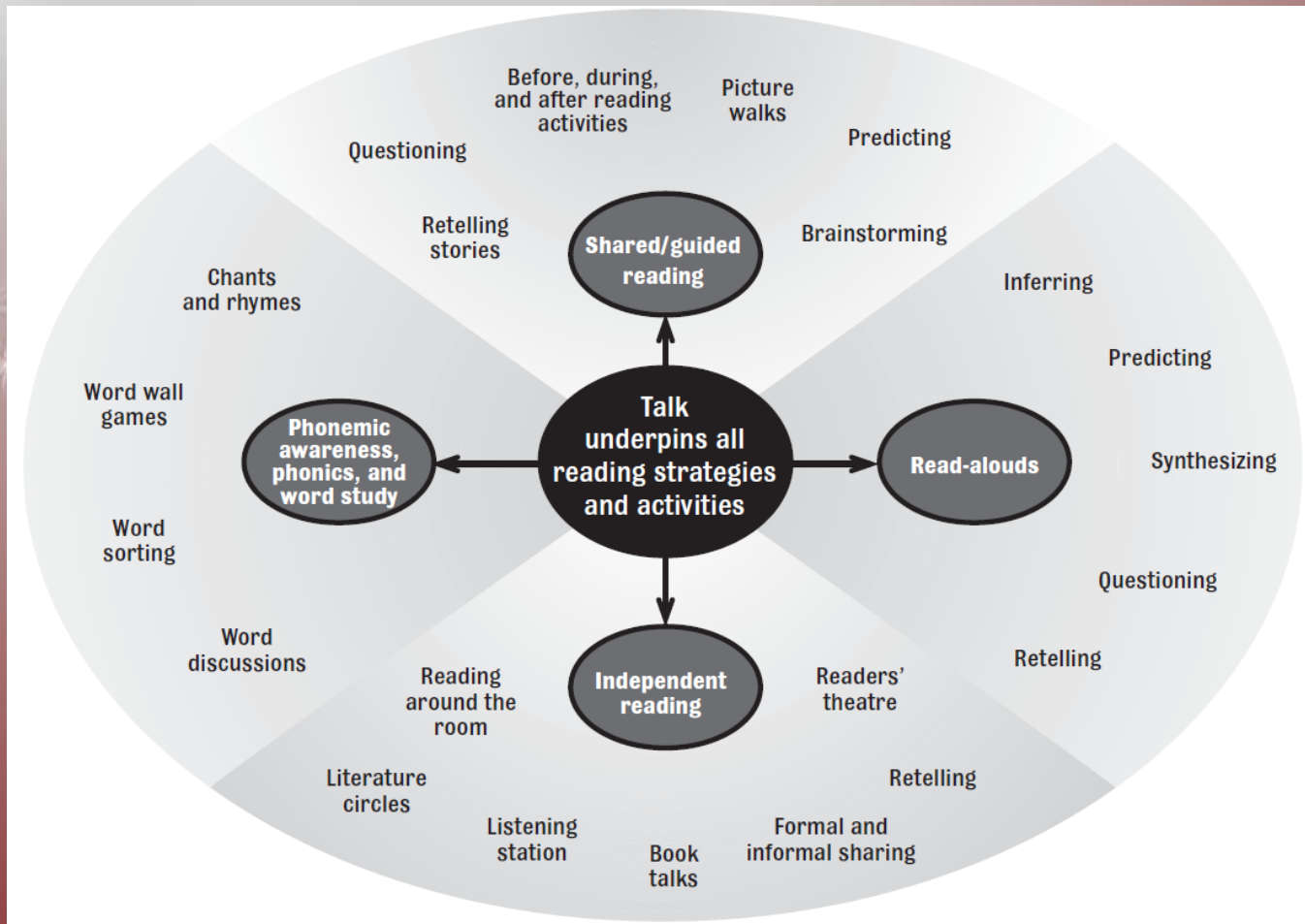
- Assessing and evaluating in a thoughtful way students' application of the reading process – in particular, their use of reading strategies – and their level of achievement
- Providing students with specific feedback
- Reflecting on the appropriateness and effectiveness of one's own program planning and practice, and of the assessment strategies and tools being used

**Fountas and Pinnell**  
Teach, Prompt, and Reinforce

# Learning to Read Within Vygotsky's Zone of Proximal Development



# The Relationship Between Oral Language and Reading



# Reading Comprehension Strategies

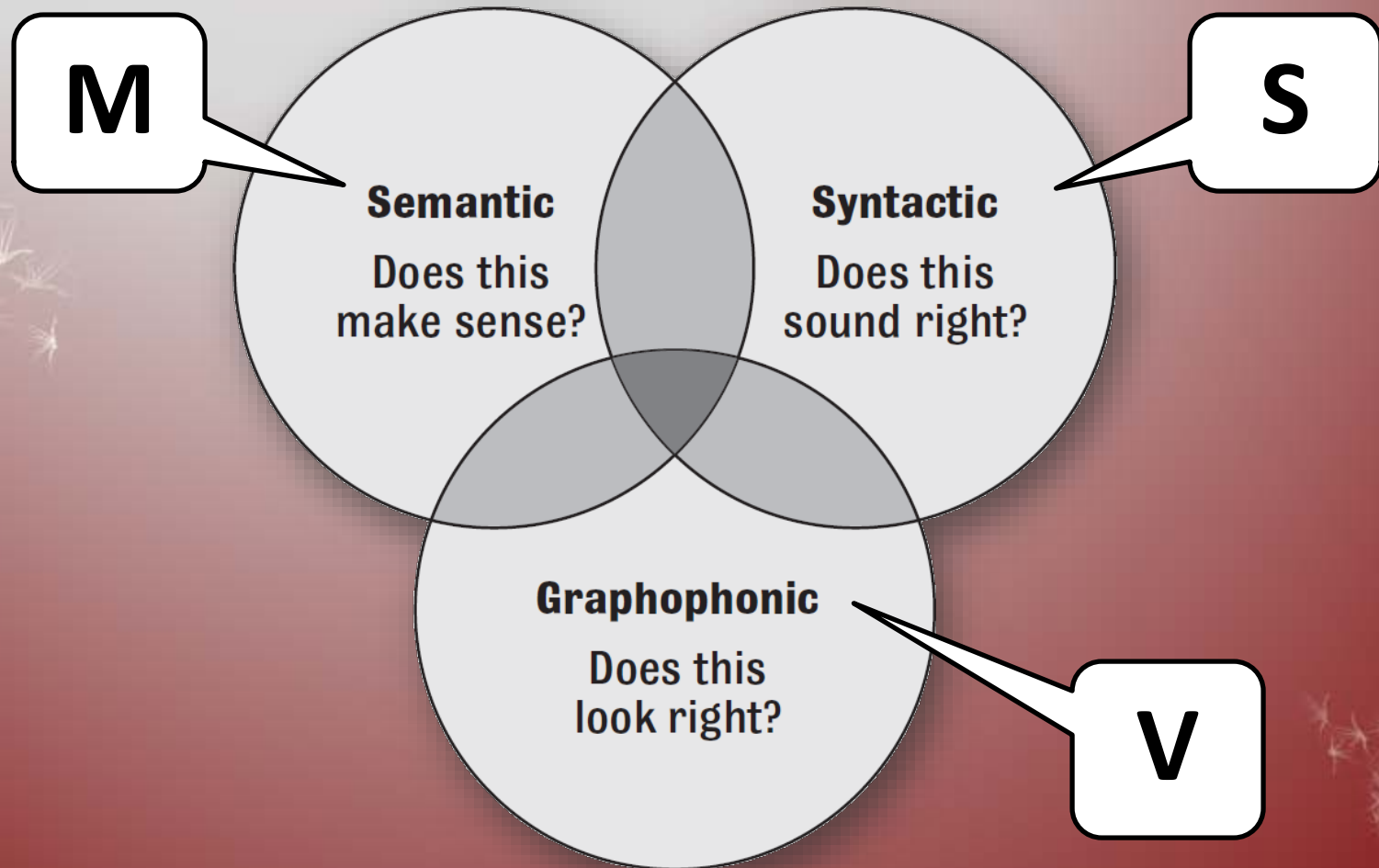
- In examining the thinking of proficient readers, researchers have identified approximately 7 thinking strategies consistently used by effective readers. These include:
  1. Activating prior knowledge before, during, and after reading
  2. Determining the most important ideas
  3. Asking questions of themselves, the author, and the texts
  4. Visualizing and creating other sensory images
  5. Inferring
  6. Synthesizing
  7. Using “fix-up” strategies to repair comprehension

(Keene and Zimmerman, 1997 )

Proficient readers are metacognitive readers.

They think about their own thinking during reading.

# A Focus on the Three Cueing Systems



# Phonemic Awareness, Phonics, and Word Study

## How Phonemic Awareness and Phonics Differ

### Phonemic Awareness

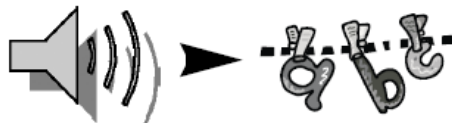
Focuses on auditory awareness



Is speech-based (listening and speaking)



Phonemes (sounds) to graphemes (letters)



### Phonics

Focuses on visual and auditory discrimination



Is print-based



Graphemes (letters) to phonemes (sounds)



# Question

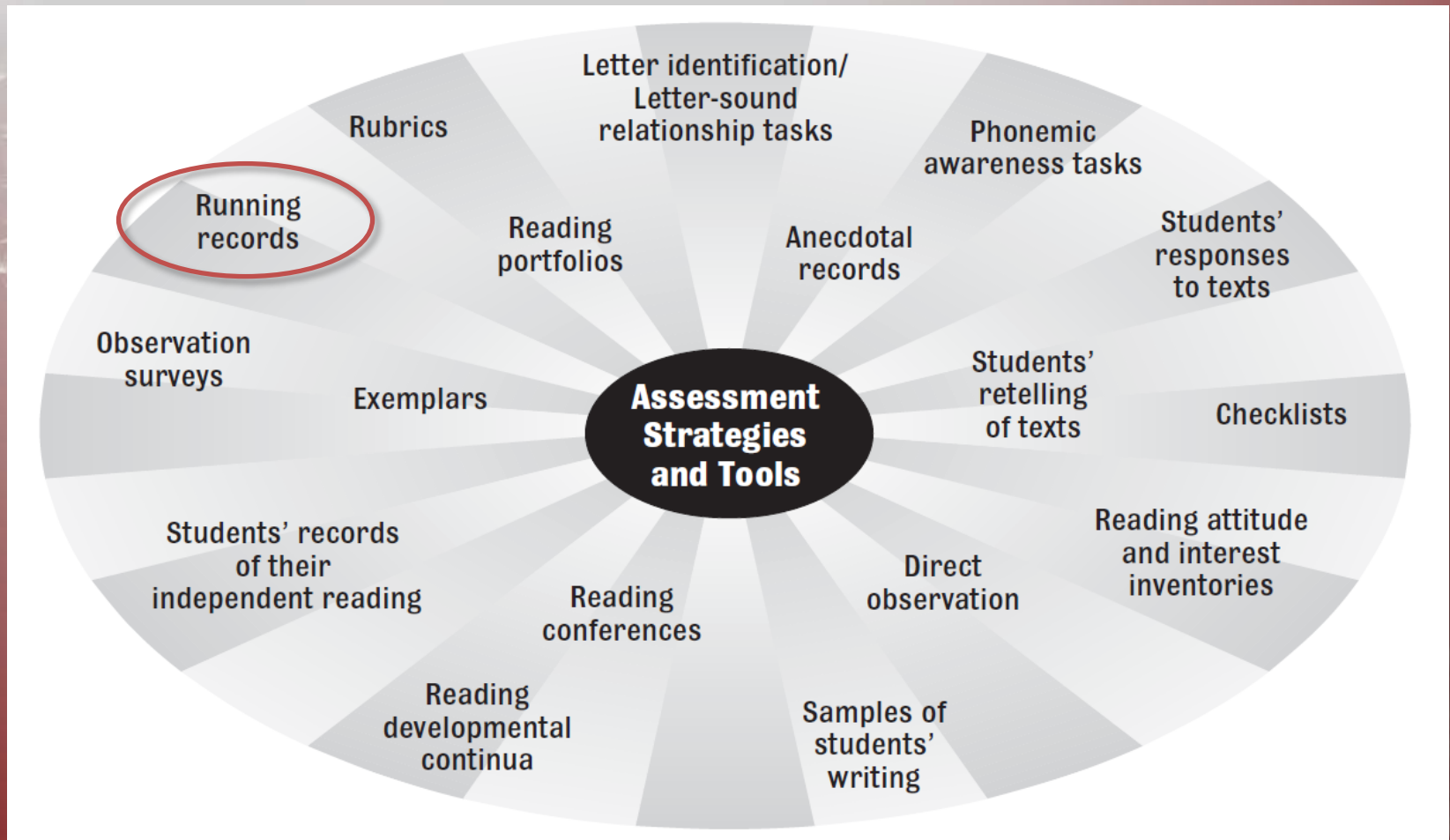
- In your team's opinion, what does **reading instruction** look like and sound like in all the K-4 classrooms in your school?
  - a) Beginning (Novice)
  - b) Developing
  - c) Consolidating
  - d) Refining (Expert)

Think about the last 12 slides.

# Purposes of Assessment

- Assessments help the teacher answer the following questions:
  - Does the student understand the meaning of the text?
  - Does the student use effective word-solving and comprehension strategies on increasingly difficult texts?
  - Does the student use effective word-solving and comprehension strategies on various forms of texts?
  - Does the student read fluently and with appropriate phrasing?
  - Does the student adjust reading strategies on the basis of the text form?
  - Does the student connect the story to his or her own experiences?
  - Is instruction meeting the student's changing needs?
  - Is instruction changing the student's reading behaviours?
  - Is it facilitating the student's rapid and smooth development into an effective and enthusiastic reader?

# Assessment Strategies and Tools



# Reading Assessment and Screening

| Reading Assessment & Screening Tools for Louis Riel School Division |                                                                                                        |          |                                                                                                                            |  |                                                                                                               |  |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------|--|
| Revised June 2010                                                   | English Schools K - 4                                                                                  |          | French Immersion Schools M - 4                                                                                             |  |                                                                                                               |  |
|                                                                     | Fall (by Oct.31 <sup>st</sup> )                                                                        | Year End | Début de l'année ( par le 31 oct.)                                                                                         |  | Fin de l'année                                                                                                |  |
| Kindergarten Maternelle                                             | PAST-R SLP LT CT SS<br>Refer to <u>LRSD Kindergarten Observation and Assessment Protocol</u><br>Tier 1 | Tier 1   | PAST-R (anglais) SLP LT SS<br>Refer to <u>LRSD Kindergarten Observation and Assessment Protocol</u><br>Tier 1              |  | PAST-R (anglais) SLP LT SS<br>Refer to <u>LRSD Kindergarten Observation and Assessment Protocol</u><br>Tier 1 |  |
| Grade 1 1 <sup>ère</sup> année                                      | Running Record LT CT SS<br>PM Benchmark or Fountas & Pinnell Kit (System 1)<br>Tier 1                  | Tier 1   |                                                                                                                            |  | Lecture d'un texte GB+ CT<br>Tier 1                                                                           |  |
|                                                                     | Observation Survey (Clay) LT CT SS<br>Tier 2                                                           | Tier 2   | Sondage d'observation en lecture et écriture (Clay) –Sous-test: Identification des lettres (français) CT<br>Tier 1         |  | Sondage d'observation en lecture et écriture (Clay) Sous-test: Identification des lettres CT<br>Tier 1        |  |
|                                                                     | Burt Word Test LT CT SS<br>Tier 2                                                                      | Tier 2   |                                                                                                                            |  | Test de (20) mots (Clay) CT<br>Tier 1                                                                         |  |
|                                                                     | PAST-R (subtests as needed) LT<br>Tier 2                                                               | Tier 2   | PAST-R (anglais-subtests as needed) LT SS<br>Tier 2                                                                        |  | PAST-R (anglais-subtests as needed) LT SS<br>Tier 2                                                           |  |
| Grade 2 2 <sup>ème</sup> année                                      | Running Record LT CT<br>PM Benchmark or Fountas & Pinnell Kit ( System 1 )<br>Tier 1                   | Tier 1   | Lecture d'un texte GB+ LT CT<br>Tier 1                                                                                     |  | Trousse du Ministère CT<br>Tier 1                                                                             |  |
|                                                                     | Observation Survey (Clay) (selected tasks) LT<br>Tier 2                                                | Tier 2   | Entendre & écrire les sons (Clay) LT CT<br>Sondage d'observation en lecture et écriture (Clay) (6 sous-tests) LT<br>Tier 2 |  | Sondage d'observation en lecture et écriture (Clay) (6 sous-tests) LT<br>Tier 2                               |  |
|                                                                     | Burt Word Test LT CT<br>Tier 2                                                                         | Tier 2   | Test de mots (Clay) LT CT<br>Tier 1                                                                                        |  | Test de mots (Clay) LT CT<br>Tier 1                                                                           |  |
|                                                                     |                                                                                                        |          | PAST-R (anglais-subtests as needed) LT SS<br>Tier 2                                                                        |  | PAST-R (anglais-subtests as needed) LT SS<br>Tier 2                                                           |  |
| Grade 3 3 <sup>ème</sup> année                                      | Running Record CT<br>PM Benchmark or Fountas & Pinnell Kit ( System 2 )<br>Tier 1                      | Tier 1   | Trousse du ministère CT<br>Lecture d'un texte GB+ CT LT SS<br>Tier 2                                                       |  | Trousse du ministère CT<br>Lecture d'un texte GB+ CT LT SS<br>Tier 2                                          |  |
|                                                                     | Gr 3 Entry Provincial Assessment in Reading CT<br>Tier 1                                               |          | Grade 3 Entry Provincial Assessment in Reading CT<br>Tier 1                                                                |  |                                                                                                               |  |
|                                                                     | Burt Word Test CT<br>Tier 2                                                                            | Tier 2   |                                                                                                                            |  |                                                                                                               |  |
| Grade 4 4 <sup>ème</sup> année                                      | Running Record CT<br>Fountas & Pinnell Kit<br>Tier 1                                                   | Tier 1   | Grade 4 Entry Provincial Assessment in French Immersion Lecture<br>CT<br>Tier 1                                            |  | Lecture: Trousse du min. CT<br>Tier 1                                                                         |  |

# A Developmental Continuum

## Appendix I2-9: Sample Reading Developmental Continuum

Name: \_\_\_\_\_

| EMERGENT STAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | EARLY STAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | FLUENT STAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Characteristics</b><br>The student demonstrates:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <input type="checkbox"/> high expectations of books;<br><input type="checkbox"/> knowledge of a wide range of "book language";<br><input type="checkbox"/> awareness that message is carried and preserved by print;<br><input type="checkbox"/> fluency in oral "reading";<br><input type="checkbox"/> strong desire to record messages.                                                                                                                                                                                                                                       | <input type="checkbox"/> awareness that reading is a source of pleasure and information;<br><input type="checkbox"/> slow, deliberate, oral reading characterized by finger pointing and reading word by word;<br><input type="checkbox"/> active use of self-correction strategies;<br><input type="checkbox"/> recognition of an increasing number of personally interesting and high-frequency words;<br><input type="checkbox"/> emerging competence in writing.                                                                                                                                                                                                                         | <input type="checkbox"/> awareness that reading is a source of pleasure and information;<br><input type="checkbox"/> reduced obvious use of eye-voice-ear link in oral reading (i.e., reads more smoothly, without obviously listening to him- or herself read);<br><input type="checkbox"/> gradual transition from oral to silent reading (i.e., a slow rate of silent reading);<br><input type="checkbox"/> deeper level of understanding;<br><input type="checkbox"/> continuing development of writing skills, including in the various features and forms experienced in reading.                                                   |
| <b>Attitude/Values</b><br>The student:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <input type="checkbox"/> sees reading as a source of pleasure;<br><input type="checkbox"/> chooses to browse and "read" independently.                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> sees reading as a source of pleasure;<br><input type="checkbox"/> chooses to read a range of texts (e.g., easy, difficult, different genres, wall charts);<br><input type="checkbox"/> requests opportunities to read orally.                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> values reading as a source of pleasure and information;<br><input type="checkbox"/> reports highly satisfying reading experiences;<br><input type="checkbox"/> engages in reading for longer periods of time;<br><input type="checkbox"/> uses books as resources from which to obtain new information.                                                                                                                                                                                                                                                                                                          |
| <b>Knowledge About Reading (Concepts Learned)</b><br>The student knows that:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <input type="checkbox"/> print conveys a message (i.e., in addition to the message conveyed by pictures);<br><input type="checkbox"/> Student locates print by pointing.<br><input type="checkbox"/> In English, print is read from left to right, and from top to bottom of the page;<br><input type="checkbox"/> Student points from left to right.<br><input type="checkbox"/> pictures convey meaning that supports and/or enhances the meaning conveyed by the printed message;<br><input type="checkbox"/> Student can explain the relationship between picture and text. | <input type="checkbox"/> reading always has to convey meaning;<br><input type="checkbox"/> Student uses observable fix-up strategies to ensure that he/she is grasping the meaning accurately.<br><input type="checkbox"/> Student retells stories in a way that conveys their meaning.<br><input type="checkbox"/> upper- and lower-case letters have specific forms and functions in text;<br><input type="checkbox"/> Student demonstrates understanding that upper-case letters are used for the first word in a sentence and for proper names.<br><input type="checkbox"/> Student identifies the need for and uses upper- and lower-case letters in personal writing when appropriate. | <input type="checkbox"/> reading requires the reader to understand/interpret the text's meaning;<br><input type="checkbox"/> Student self-corrects miscues that disrupt reading and/or alter meaning.<br><input type="checkbox"/> the transition from oral reading to independent, silent reading occurs gradually;<br><input type="checkbox"/> Student reads "silently" with slight vocalization (i.e., may whisper words).<br><input type="checkbox"/> punctuation and upper-case letters have functions that contribute to the meaning of a text;<br><input type="checkbox"/> Student reads the text aloud accurately and effectively. |

Assessment

I2.37

# Question

- In your team's opinion, what does **reading assessment** look like and sound like in all the K-4 classrooms in your school?
  - a) Beginning (Novice)
  - b) Developing
  - c) Consolidating
  - d) Refining (Expert)

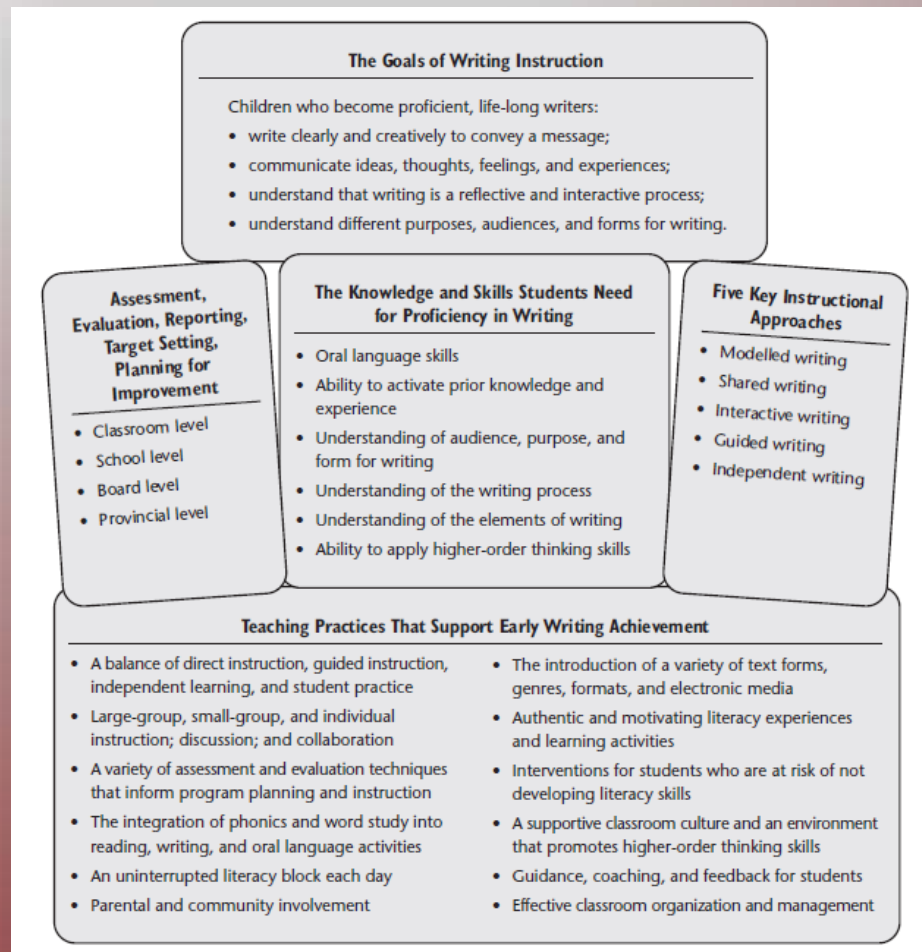
Think about the last 4 slides.

# The Interconnectedness of Reading and Writing

The interconnectedness of reading and writing is profound and inescapable ... Fragmenting these complex literacy processes interferes with the greatest goal of literacy education – the construction of meaning from and through text. Using reading and writing together in harmonious concert enables learners to draw on these complementary processes at the same time as they work to construct meaning.

(Fountas and Pinnell, 2001)

# A Framework for Effective Early Writing Instruction



# The Goals of Writing Instruction

- Children who become proficient, life-long writers:
  - write clearly and creatively to convey a message;
  - communicate ideas, thoughts, feelings, and experiences;
  - understand that writing is a reflective and interactive process;
  - understand different purposes, audiences, and forms for writing.

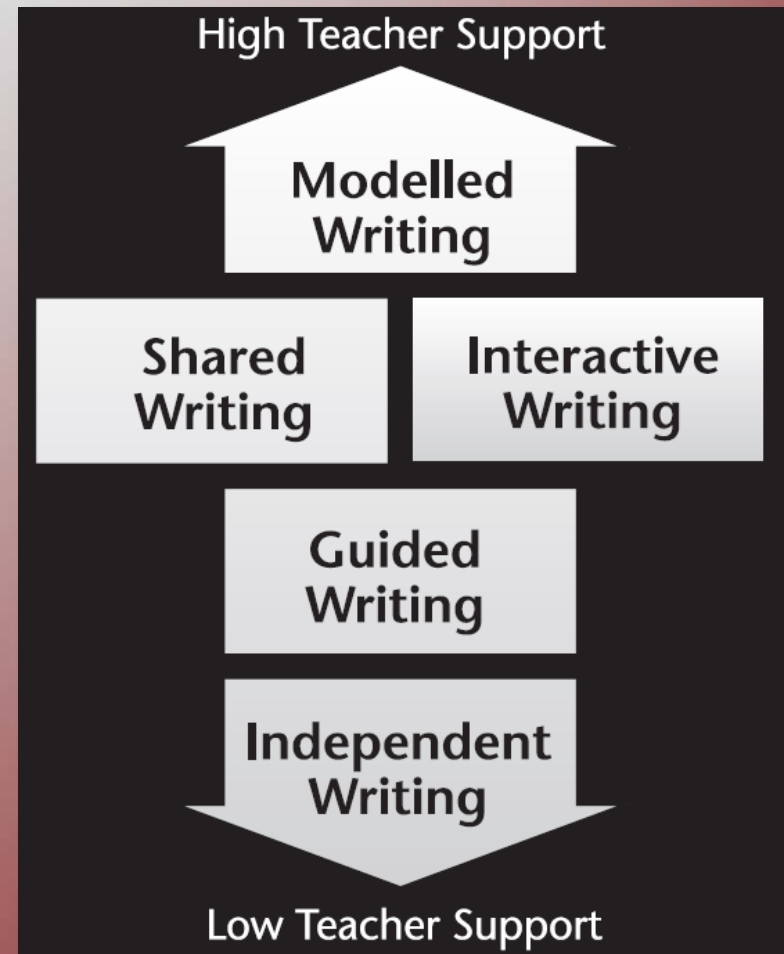
# The Knowledge and Skills Required for Writing

- Oral language skills
- Ability to activate prior knowledge and experience
- Understanding of audience, purpose, and form for writing
- Understanding of the writing process
- Understanding of the elements of writing
- Ability to apply higher-order thinking skills

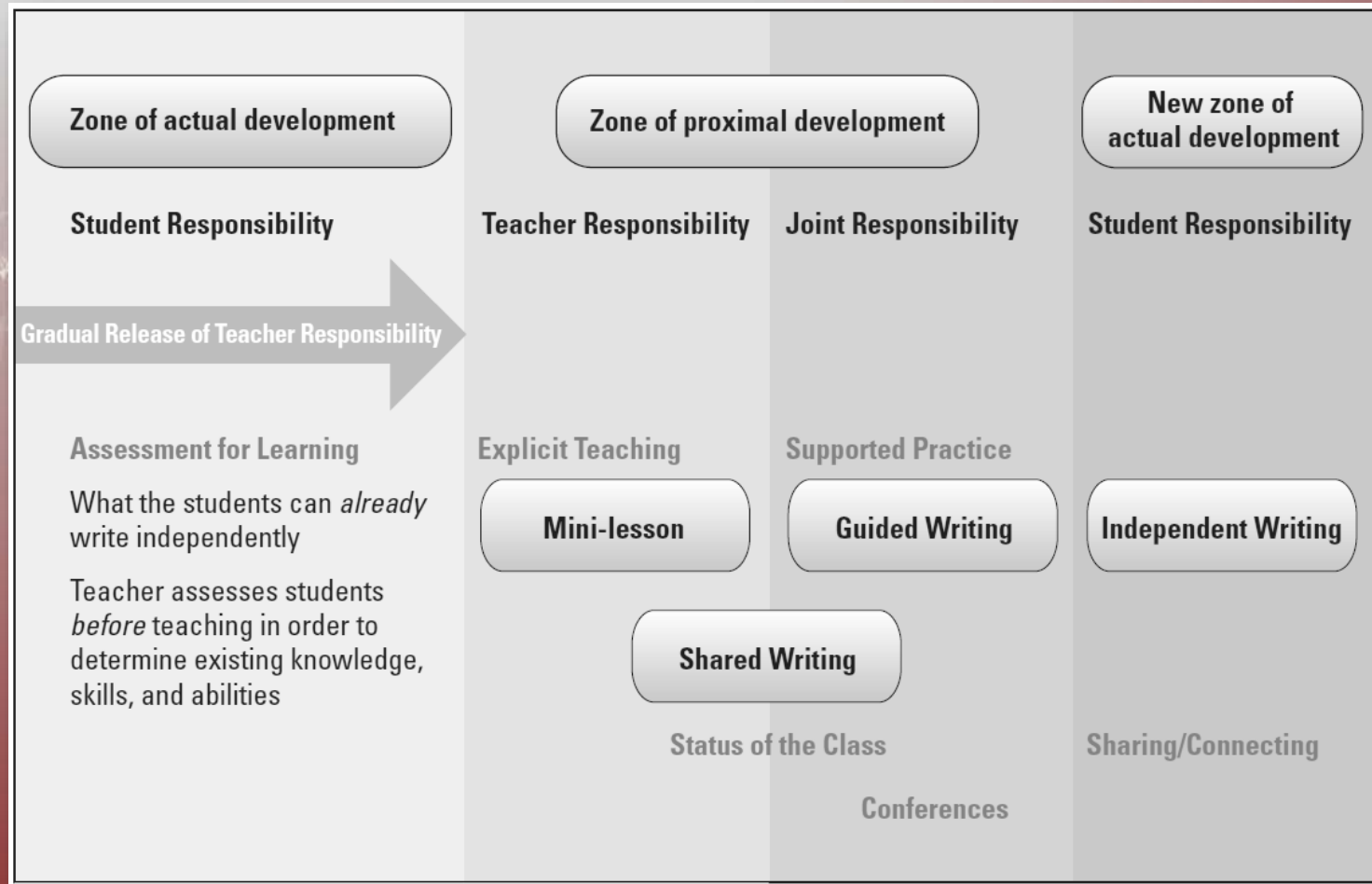
# Key Approaches in Writing Instruction

- The teacher embeds various planned opportunities for students to develop
  - their oral language
  - effective writing skills

Students often require a high level of teacher support when being introduced to new strategies and skills. As the teacher models the strategies and skills, and as students work to put them into practice, students move towards independence. This shift of responsibility from teacher to student requires consistent monitoring and assessment to ensure student success.



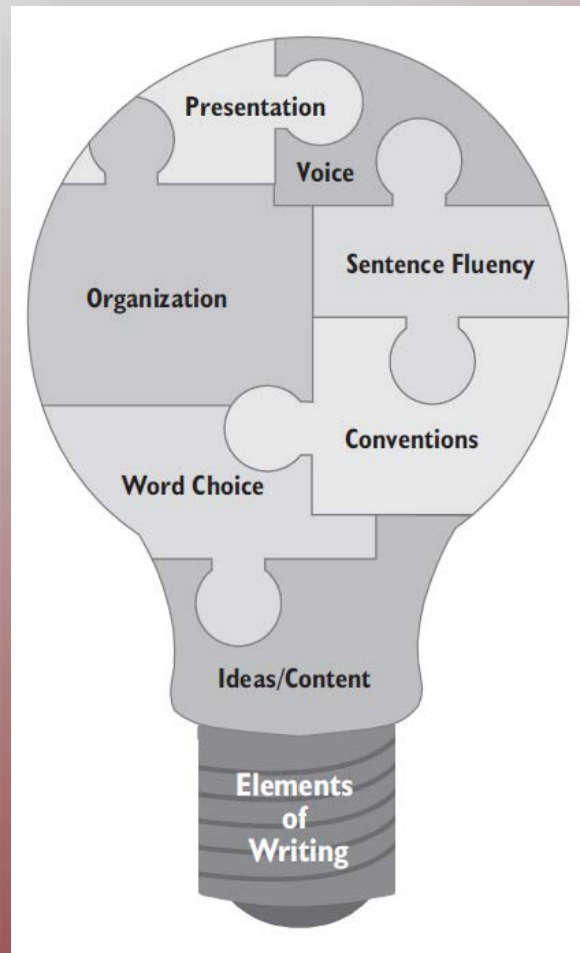
# Learning to Write Within Vygotsky's Zone of Proximal Development



# The Writing Process

- The writing process teaches students how to develop their ideas and record them in written form. The process involves the following distinct steps:
  - Planning
  - Writing a draft
  - Revising
  - Editing
  - Publishing

# The Elements of Writing



# Question

- In your team's opinion, what does **writing instruction** look like and sound like in all the K-4 classrooms in your school?
  - a) Beginning (Novice)
  - b) Developing
  - c) Consolidating
  - d) Refining (Expert)

Think about the last 8 slides.

# Assessment Strategies and Tools by Category of Assessment

## Assessment Strategies and Tools by Category of Assessment

| Diagnostic Assessment                      | Formative Assessment                               | Summative Assessment                  |
|--------------------------------------------|----------------------------------------------------|---------------------------------------|
| Interest inventory/<br>Writing interview   | Learning log/Response journal<br>(ongoing entries) | Learning log (summary of<br>learning) |
| Observation checklists<br>(criteria-based) | Observation checklists<br>(criteria-based)         | LRSD writing exemplars                |
|                                            | Writing portfolio review                           | Writing portfolio review              |
|                                            | Writing conference                                 | Writing conference                    |
| Anecdotal records                          | Anecdotal records                                  | Rubrics                               |
| Writing spree                              | Writing spree                                      | Rating scale                          |
|                                            | "Where We're At" /<br>"Where I'm At" charts        |                                       |
|                                            | Student self-evaluation                            |                                       |

# Rubrics and Exemplars

- Used along with rubrics, exemplars provide a guide for assessing students' work in relation to selected curriculum expectations, in order to promote consistency in assessment and evaluation.
- **Exemplars** can also be used to provide students with clear examples of work at each level of achievement to help them improve their learning.

# Assessing Writing Across the Curriculum

- Writing is used across the curriculum and can therefore be assessed and evaluated for both language and other areas of study.

Assessment can be recorded through the use of two different rubrics: one to assess the content area (social studies, science, math) and one to assess the writing skills used to communicate.

# A Developmental Continuum

## The Emergent Stage

- Emergent writers learn that their oral language can be recorded in print.
- They develop an understanding that writing is used to communicate a message.
- They imitate adult writing by using pictures, symbols, and some conventional letters.

## The Early Writer

- Early writers are developing a greater understanding of the concepts of print.
- They begin to understand some purposes for writing and use some basic writing forms.
- They express their ideas in simple sentences, often using invented spelling.

## Developing Fluency

- During this stage of writing development, children write for various purposes, using forms appropriate for their audience.
- They follow the steps of the writing process, use a variety of spelling strategies, and group sentences into paragraphs.

# Question

- In your team's opinion, what does **writing assessment** look like and sound like in all the K-4 classrooms in your school?
  - a) Beginning (Novice)
  - b) Developing
  - c) Consolidating
  - d) Refining (Expert)

Think about the last 4 slides.

# Supporting EAL Learners

- To address the different needs of EAL learners in the classroom, teachers:
  - consider a student's **literacy in the first language as a foundation** for developing literacy skills in the language of instruction
  - provide the background knowledge that students need to understand unfamiliar concepts
  - allow EAL learners to use their first language when necessary to clarify their understanding and to keep up with content learning in all subject areas
  - give appropriately scaffolded instruction
  - encourage higher-order thinking in all aspects of instruction
  - prominently display strategy charts and other visual supports as a reliable reference for students

# French as a Second Language

- Teachers responsible for teaching French as a second language promote and nurture French-as-a-Second-Language literacy through informed professional practice that
  - provides a **concentrated and adequate amount of time** for second language study
  - uses **curriculum content as a vehicle for French-language instruction** and prioritizes language development before curriculum content
  - focuses on **authentic communication and socially interactive learning** activities that improve oral skills and intellectual development
  - focuses on developing **fluency and accuracy** by ensuring the automaticity and proceduralization of structures that promote spontaneous communication

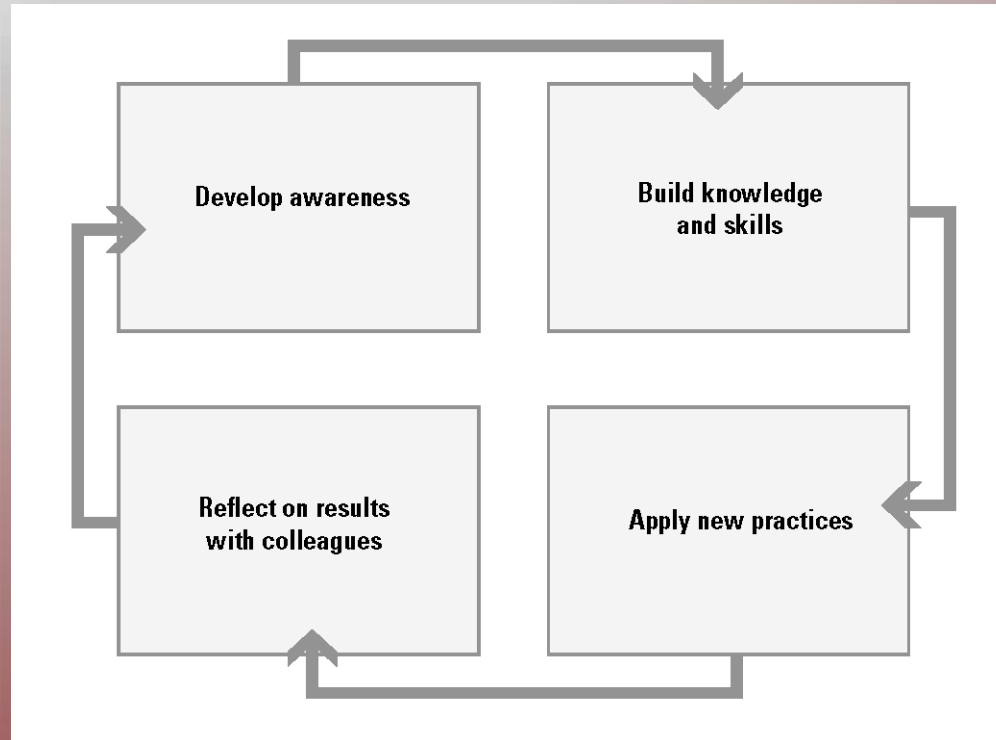
# Practices That Support Early Reading and Writing Achievement

1. Balance of direct instruction, guided instruction, independent learning, and student practice
2. Large-group, small-group, and individual instruction; discussion and collaboration
3. Various assessment and evaluation techniques that inform program planning and instruction
4. Integration of phonics and word study into reading, writing, and oral language
5. Uninterrupted literacy block each day
6. High-quality literature and levelled texts

# Practices That Support Early Reading and Writing Achievement

7. Variety of text forms, genres (both factual and fictional texts), formats, and electronic media
8. Authentic and motivating literacy experiences and learning activities
9. Interventions for students who are at risk of not learning to read and/or write
10. Supportive classroom culture and an environment that promotes higher-order thinking skills
11. Guidance, coaching, and feedback for students
12. Effective classroom organization and management
13. Parental and community involvement

# The Professional Development Cycle



# Professional Learning Themes

## LEARNING PROCESSES AND THE LEARNING ENVIRONMENT

- Understanding learning styles, and the at-risk learner
- Gathering and interpreting assessment data
- Providing differentiated instruction
- Engaging the reluctant learner
- Involving families and communities to support student learning
- Creating a safe, orderly, supportive learning environment that invites risk-taking
- Using innovative school and classroom structures (such as modified timetables)
- Choosing literacy resources that interest students, link to the curriculum, and improve learning
- Using technology to develop literacy skills

## ORAL LANGUAGE

- Developing oral communication skills for the subject area, including:
  - presentation skills
  - active listening
- Using speaking and listening skills to support reading, writing, advanced reasoning, and positive interaction with others
- Exploring subject-specific vocabulary and language

## WRITING

- Writing in different forms for the subject area (e.g., lab reports, persuasive essays, procedures, narratives, recounts)
- Using the writing process in the subject area
- Improving writing through strategies for before, during, and after writing
- Using templates and graphic organizers to help with complex writing tasks
- Using writing to support advanced reasoning in the subject
- Exploring subject-specific vocabulary and language

## READING

- Understanding features of text in subject-specific materials
- Reading aloud, shared reading, and guided reading
- Improving reading with strategies for before, during, and after reading
- Using graphic organizers and advanced reasoning skills to understand subject content and develop critical thinking
- Understanding subject-specific vocabulary and language

# Next Steps

- Our next “spring-board” conversation is scheduled for April
- Literacy Teams promote conversations and actions that support and enhance student literacy in their schools
- PLNs
  - Writing Exemplars
  - A Literacy Continuum

# Question

- In our opinion, our team has a **general understanding** about the intent of our divisional Literacy focus?
  - a) Yes
  - b) No

Think about all  
50 slides.

# What is on the USB stick?



# Literacy Is A Gateway To Learning

Literacy is not for the fortunate few. It is the right of every child. Teaching children to read [and write] is not the responsibility of a chosen few. It is the responsibility of every teacher, every administrator and every parent.

(Bouchard and Sutton, 2001)