

915 AM. Where are we with our current practice in literacy instruction?

Grade Groups	Examples
<p>K-1</p> <p>Kindergarten Foyer</p>	<p>Whole family instruction: Involving the family to read out loud with the child and to understand the structure and system of education</p> <p>Repetition of instruction and all forms of education</p> <p>Current practice: intense use of visual support</p> <p>Heggerty</p>
<p>2-3</p> <p>Southwest Wing</p>	<p>Reading assessments</p> <ul style="list-style-type: none"> - PM benchmarks - Reading A-Z <p>Spelling assessments – Words Their Way</p> <p>Retelling stories from picture book</p> <p>Sequencing (beginning, middle, end) while reading picture book</p> <p>Sentence frames, sentence starters, class brainstorm, helpful vocabulary</p> <p>Home reading programs – Raz Kids</p>
<p>4-5</p> <p>Library</p>	<p>- 1st term using Adrienne Gear Reading Power strategies, model, use gradual release (starting with picture books, then non-fiction, novel studies and journalling reflections, reading responses with 4 quadrants, building comprehension through oral sharing)</p> <p>-lit. circles in small groups with variety of books for differentiated levels or same book with different discussion groups</p> <p>-using Daily 5, KWL (Know, Wonder, Learn), how to comprehend text features, Leyton Schnellert’s multiple genres and text sets at different reader levels</p> <p>-reading assessments</p> <ul style="list-style-type: none"> -DIBELS - comprehension, 3-minute read, and math (English) -easyCBM - passage and 20 comprehension questions during a double block (English) -SD45(?) Reading Assessment (English) -Scholastic Next Steps Reading Assessment K-6 (English) -DART - district-created assessment but feels wordy, hard to navigate, time-consuming (English & French)

	<p>-Génie Publication – reading text online w/ comprehension questions over two blocks (French)</p>
<p>6-7 West Wing</p>	<ul style="list-style-type: none"> • Students posting oral reading on Spaces using both common texts and personal texts for me to listen to and assess then target intervention as needed – Wilson • Reading contract each month with a required amount of reading per week including oral reading (10 minutes both languages per week). Students record what they read to ensure variety not just GF. Also listening to two French oral recordings through digital resources to improve listening skills and oral comprehension. - Wilson • Use Adrienne Gear resources to support reading comprehension and writing strategies – Wilson • Double-entry journals in term 2 – support required with quotes and information from text including inferencing - Wilson • Dictionary races – Reed • Word of the week – Look up the word, use it in context, synonyms...- Owen • Targeted intervention for mistakes that are noticed in writing such as lack of capital letters / punctuation – relate to editing process. Students are coming to grade 6/7 without being able to use a capital letter at the beginning of a sentence which is concerning. • Paragraphing – Importance of teaching good paragraphing skills in all grade for a topic sentence, supporting details, and concluding sentences. - Disconnect between primary and intermediate? • Thesaurus – do we need some in our classrooms? Class set in storage room? - Journals in French – Gradually increase number of sentences as they get all of the sentences grammatically correct - Reed - Weekly proof reading/editing

9:15 AM How do we use the Pillars of Literacy in our teaching practice?

Grade Groups	Examples
K-1 Kindergarten Foyer	<ul style="list-style-type: none"> - Spark - Assessment tools - Learning ideas for various pillars
2-3 Southwest Wing	Assessment – proficient indicators Explode the image Guide us with planning – where lower grades complete and older grades expect
4-5 Library	-teaching and explaining pillars to students explicitly in literacy centres In reference to District elaboration about Comprehension Gr. 3-5 -literature circles - “Say Something” - sentence stems (to prompt students and organize ideas), used for oral discussions and written responses - “Book, Head, Heart” similar to DIBELS journaling responses - “Explode the image” similar to KWL (use AI [Bing] to generate images for a given topic/theme)
6-7 West Wing	<ul style="list-style-type: none"> •

10:30 AM Where do you want to go with your literacy practice? What do you need for this to happen?

Grade Groups	Examples
K-1 Kindergarten Foyer	<ul style="list-style-type: none"> - continued Heggerty Subscription - continue subscription -Collaboration time with resource, ELL and EAs -narrative inquiry with a focus on indigenous story telling -collaboration time with the primary teachers to create assessment and to share literacy activities that are working in class and to create a meaningful continuum of learning -encourage parent involvement- going to public library, reading aloud
2-3 Southwest Wing	<p>Explore phonics programs and explore school coherency</p> <p>These are writing markers:</p> <p>https://bc3d38-my.sharepoint.com/:p/r/personal/anchang_sd38_bc_ca/_layouts/15/doc2.aspx?sourcedoc=%7B9a3cf0f8-1699-4d71-9808-ec273df1f346%7D&action=default&wdLOR=c5D18A501-08F2-CF4D-B6FC-AF65F871D710&cid=b534f520-89b1-4fcc-9c3d-d0d76fd0192a&_SRM=2%3AR%3A0&file=Year%20End%20Literacy%20markers.pptx&refreshcount=1</p>
4-5 Library	<p>Want to go:</p> <ul style="list-style-type: none"> -school-wide consistent literacy strategies and assessments -students to be able to comprehend and not just read -word work + sentence structure + grammar activities/centres <p>Needs:</p> <ul style="list-style-type: none"> -more French resources especially for assessments -updated and standardized French Immersion reading assessments -collaboration time with consultant(s) and colleagues with release time throughout the school year -small group intervention amongst several classes (e.g. resource teacher pulls out 1-2 students from 3 classes at the same time to do UFLI program twice a week) -Je Lis subscription access for intermediate French classes too
6-7	

West Wing	<ul style="list-style-type: none">• Learning Resources money – set of thesaurus' and dictionaries for using between intermediate classes – kits/sets?•
-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------