

Literacy and the Language Curriculum



*Parent Involvement Committee
Tuesday, February 27, 2024
Principal Melanie Bertrand*

 **Rainbow Schools**
Reaching minds. Touching hearts.



PRIORITIES



Student Success and Achievement

Truth and Reconciliation

Literacy and Numeracy

Mental Health and Well-Being

Environmental Education and Sustainability

Equity and Inclusive Education



Rainbow Schools
Reaching minds. Touching hearts.
rainbowschools.ca

408 Wembley Drive, Sudbury, Ontario P3E 1P2
Tel: 705.674.3171 | Fax: 705.674.3167 | Toll Free: 1.888.421.2661
Email: info@rainbowschools.ca



Agenda

Key Terms

Overview of the Language Curricula

Transferable Skills

Classroom Practice

Multi-Language Learners

EQAO: OSSLT

Resources for Parents/Guardians



What is Literacy?

- ability to engage with language to construct meaning
- reading, writing, speaking, listening
- transference of the skills learned in the language classroom to other contexts
- ability to use and understanding the language forms needed to navigate school and society



Literacy: Reading Terms

Phonological Awareness: skills related to recognizing parts of spoken words and sentences

Phonemic Awareness: skills related to recognizing the individual sounds of spoken words

Phonics: approach to reading instruction that makes the connection between letter sounds (**phonemes**) and the written letters (**graphemes**) which allows for the decoding of words



Literacy: Reading Terms

Morpheme: smallest meaningful unit of language; a morpheme can be one syllable, a whole word or a part of a word

Morphology: study of words including how they are formed and how they relate to each other

Decoding: ability to pronounce written words by using the knowledge of letter-sound relationships

Understanding Language Development



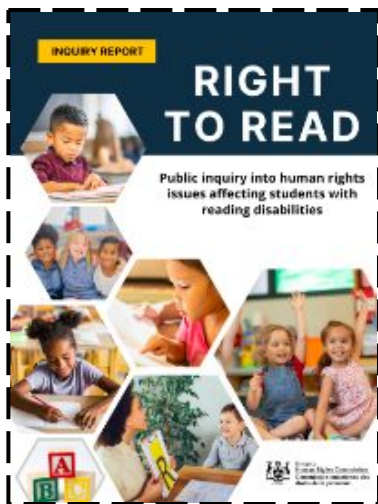
Language Curricula: Revision

Revisions for 2023-2024

- Grades 1-8, Language
- Grades 9-12, English

Key Changes

- emphasis on foundational skills
- alignment from Grades 1-9
- addition of transferable skills





Updated Course Structure: Strands

Strand A: Literacy Connections and Applications

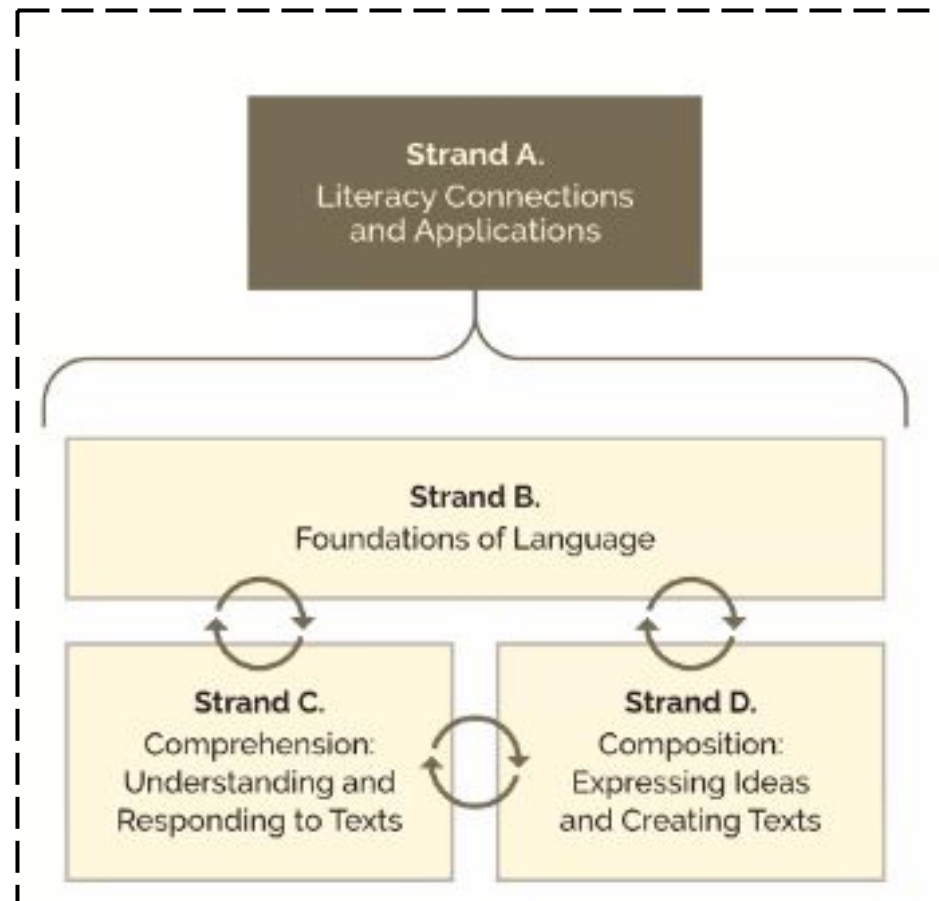
Strand B: Foundations of Language
includes learning continuum from Grades 1 to 9

Strand C: Comprehension: Understanding and Responding to Texts

Strand D: Composition: Expressing Ideas and Creating Texts

Strand Connections

The learning related to Strand A takes place in the context of learning related to strands B, C, and D, and it is assessed and evaluated within these contexts.





Emphasis on Strand A: Transferable Skills

Critical Thinking and Problem Solving
Innovation, Creativity and Entrepreneurship
Self-Directed Learning
Collaboration
Communication
Global Citizenship and Sustainability
Digital Literacy



Added: Instructional Approaches

- evidence based systematic and explicit instruction
- multimodal literacy instruction
- oral communication instructional practices
- Universal Design for Learning and differentiated instruction
- tiered approach to language and literacy instruction
- considerations for the selection of texts and resources, with specific reference to Indigenous knowledge and resources



New to the Curriculum: Continuum of Expectations from Grades 1 to 9

7 8 9

colons to introduce a quotation after a complete sentence (e.g., This phrase recurs throughout the film: "Pass the rice.")								I	C	R
semicolons to separate two independent clauses (e.g., I went to the market; I forgot to buy corn soup.)								I	C	C

2 3 4 5

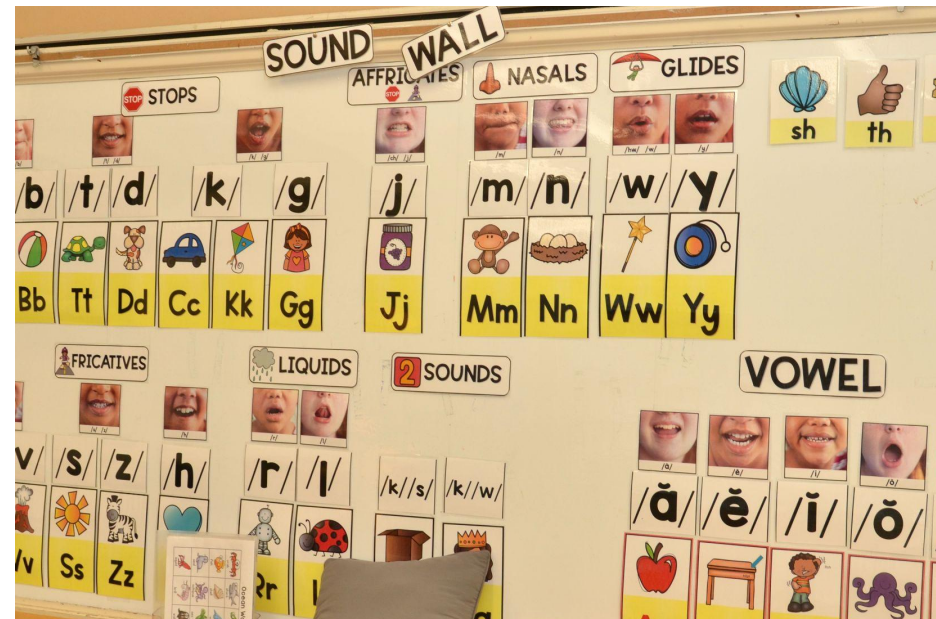
apostrophes for possessives (e.g., <i>Ira's</i> sister was late to meet him for lunch.)		I	C	C	R				
---	--	---	---	---	---	--	--	--	--

Language Learning and Literacy in Primary and Junior Classrooms



Supporting Foundational Literacy

- **Heggerty Phonological and Phonemic Awareness**
 - Supports students in the development of phonological awareness skills
- **Use of sound walls**
 - Provides students with a resource to connect spoken words and sounds to written letters
- **UFLI Foundations**
 - Research-based phonics program





Lighthouse Classrooms

- Model in four primary classes last year
 - Significant growth for students who participated
 - 108 total teacher visits last year
- Model continues with four classes this year
 - Two primary (Adamsdale PS, Redwood Acres PS)
 - Two junior (C.R. Judd PS, Queen Elizabeth II PS)
- Program supported by literacy consultant
- Two literacy coaches support the program



Language Learning and Literacy in Intermediate and Secondary Classrooms





Writing: Expressing Ideas and Creating Texts

- application of language skills
- teacher modeling with mentor texts
- annotation of mentor texts
- daily writing to refine skills
- reflection and revision
- discussion and conferencing



Reading

Modeled → **Shared** → **Guided** → **Independent**

ME
Teacher
models

WE
Class
does it
together

SOME
Some work
on their
own while
the teacher
works with
those who
aren't ready

YOU
Students
work on
their own

“Shared Reading is the heart of reading”
Guide to Effective Instruction: Reading



Reading: Scaffolded Instruction

Tone = Whistful? Nostalgic?

Who is the speaker?

Why not taken?

Where does the road go?

The Road Not Taken

Is it autumn?

Two roads diverged in a yellow wood,
And sorry I could not travel both regretful
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Shows takes time to think!

Literal Level:
A person is walking in the woods + comes to a fork in the road. Tries to look down one road, but can't see where it leads. Both roads same - picks one but knows he'll never know what was down the other road. Thinks he will always wonder.

Can't know

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same.

So, are the roads the same?

at that point - but still, similar.

not so different

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads onto to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Sigh

He knows once he picks, he'll never get the chance again

will always wonder what might have been

What's down there

No one to show the way

? means stepped on

TRUE - ONCE HE PICKS, IT'S DONE

- Figurative -
In life, there are choices where neither one is so great that it jumps at you. You have to pick, so you do. And then that choice leads to people, experiences and you don't get to

That won't happen



Leveled Literacy Intervention

- Grade 9 course offered in every school
- Focus is on improving **comprehension** skills
- Aligns with the Benchmark Assessment System (BAS) which measures the growth of comprehension after targeted reading instruction



Empower

- Developed by Sick Kids
- Research-based program
- Offered in all elementary and secondary English-language programs
- Also offered to high school students who need support with decoding
- Focused on building student decoding skills
- Students requiring reading intervention participate for one hour daily





Multi-Language Learners

- takes between 5 -7 years to acquire a new language
- RDSB has 6 English Language Teachers who support students from Grades 1-12
- strong literacy and language skills in the first language is a predictor for strong language skills in English
- value and use first language while learning English
- accommodations support academic success



EQAO - OSSLT: Ontario Secondary School Literacy Test

- OSSLT is written in Grade 10
- based on Grade 9 curriculum
- is a benchmark for literacy
 - reading tasks
 - short writing tasks
 - multiple choice questions based on language
 - long writing task
- graduation requirement
- students can enrol in the Ontario Secondary Literacy Course if they are unsuccessful on the OSSLT



EQAO Practice

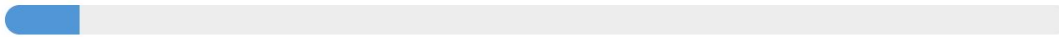
Welcome to the
**Online OSSLT
Practice Test**

Enter

Question 3

[Open/Close Reading Selection](#)

Flag this question



Which words are closest in meaning to "attributed to" as used in line 11?

Choose the answer from the drop-down menu.

"Their success can be their ability to control impulses, sustain attention and plan and develop strategies to achieve goals."



Strategies at Home

- talk about learning with your child
- encourage reading (visit the library); read together
- share some of the same texts as your child and talk about the content
- encourage writing (journaling, writing to others, etc.)
- make connections between learning and everyday life
- discuss news items
- discuss and evaluate what your child sees on social media



Resources for Parents and Guardians

Language, Grades 1 to 8: a guide for parents

Learn about Ontario's revised language curriculum for Grades 1 to 8. The curriculum was issued in the Spring of 2023 for implementation in September 2023.



Grade 9 English course: a guide for parents

Learn about the new Grade 9 English course and how you can support your child's learning. The course was issued in the Spring of 2023 for implementation in September 2023.





Questions?

Thank you.



Professional Learning - Grades 7 and 8

November 10th Professional Activity Day

- Structure and Best Practice for Reading Instruction
- French Immersion and the New Language Curriculum
- Numeracy: Thinking within Spirals
- Daily Writing in the Intermediate Classroom
- Student Success Teachers:
 - **Priorities, Pathways and Best Practices**
- Attendance Counsellors: Best Practices
- Indigenous Support Worker Training:
 - **Effective Transition Planning**
- Mental Health Modules Training
 - **Ministry mandated as part of PPM 169**

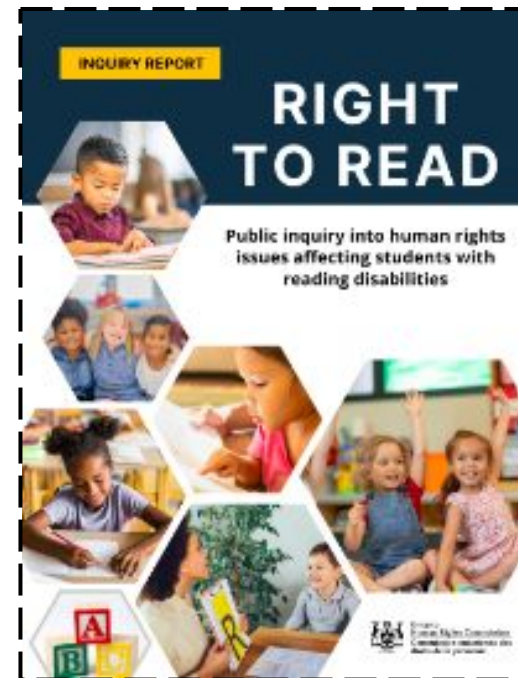


Student Success
and
Achievement



Key Changes English, Grade 9 (ENL1W)

This curriculum was informed by recommendations in the Ontario Human Rights Commission's Right to Read inquiry report.





CRRP & Indigenous Knowledge

Indigenous knowledges: resource connections

- respectfully incorporate Indigenous, culturally-specific examples to meaningfully infuse Indigenous knowledges
- select learning activities and resources that represent the diversity of First Nations, Métis, and Inuit perspectives that are authentic, accurate, culturally safe, and do not culturally appropriate Indigenous knowledges or experiences
- connect with board's Indigenous education lead, Indigenous community experts, organizations, and programs

Assessment & Evaluation

Growing Success and the new Grade 9 course

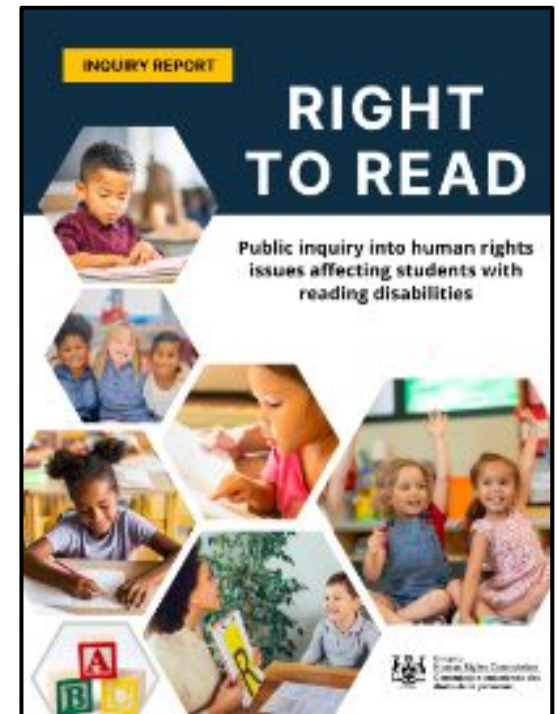
- Learning goals, success criteria and descriptive feedback
- Observations, conversations, and products
- Student voice and choice
- Most recent and most consistent evidence





New Grade 9 English Curriculum

- Issued in June 2023 and implemented in September 2023
- Influenced by the Right to Read report
- Focus is on the foundations of language, explicit reading and writing instruction, and transferable skills
- Provides a language continuum of expectations from Grades 1 to 9





Updated Course Structure: Strands

What's changed in the course structure?

Course structure (2007)

Grade 9 English course

Strands

- Oral Communication
- Reading
- Writing
- Media Studies

Course structure (2023)

Grade 9 English course

Strands

- Literacy Connections and Applications
- Foundations of Language
- Comprehension: Understanding and Responding to Texts
- Composition: Expressing Ideas and Creating Texts

Appendix A: Language Foundations Continuum

ed a *phoneme*. When students begin to identify, notice, segment, blend

	Kindergarten/Grade 1*	Grade 1
Skills:	Isolating the phonemes they hear in words – an important skill to support segmentation	
Skills:	<ul style="list-style-type: none"> identifying phonemes orally in spoken words 	

* This column denotes knowledge and skills that children need to acquire before they can move on to the required learning in the next column. Some may have already acquired this learning before they enter Grade 1, while others have not. Ensuring that all students have this foundation sets them up for success and enables them to build on their learning from grade to grade.

Language Foundations Continuum for Reading and Writing, Grades 1–4, Overall Expectation B2

Ontario Language Curriculum Grades 1 to 8, 2023 Ontario

Phonemic Awareness
Grade 1: B2.1

Phonological awareness refers to the ability to reflect on the sound structure of spoken language. Phonemic awareness is a subcomponent of phonological awareness. It refers to the ability to identify and manipulate the smallest unit of sound in spoken words, called a phoneme. When students begin to identify, notice, segment, blend, and manipulate individual sounds or phonemes in words, they are demonstrating phonemic awareness. Teaching these skills occurs largely during the early stages of reading and spelling of written words.

	Kindergarten/Grade 1*	Grade 1	Grade 2	Grade 3	Grade 4
Knowledge and skills: isolating phonemes	Isolating the phonemes they hear in words – an important skill to support segmentation				
Looks like...	<ul style="list-style-type: none"> identifying phonemes orally in spoken words (e.g., prompt: “What is the first sound in the word ‘sun’?”), first with continuous sounds, and then with stop sounds; identifying phonemes in different positions in a word, first with initial phonemes, then with final, and then with medial, with prompting; noticing and describing the oral-motor movements used to produce a sound when helpful, including placement, manner, and voicing (e.g., lips pipping with a liquid vowel box for /r/ or tongue tapping the back of the teeth with a liquid vowel box for /d/) 				
Knowledge and skills: blending phonemes	Orally blending phonemes to form spoken words, starting with blending two to three phonemes in a word (with a simple syllable structure) and progressing to more complex structures (Note: C stands for consonant; V stands for vowel)	Orally blending phonemes to form spoken words, beginning with two phonemes and progressing to words with up to five sounds with teacher support			

* This column denotes knowledge and skills that children need to acquire before they can move on to the required learning in the next column. Some may have already acquired this learning before they enter Grade 1, while others have not. Ensuring that all students have this foundation sets them up for success and enables them to build on their learning from grade to grade.



Alphabetic Knowledge

	Kindergarten/Grade 1*
Knowledge and skills: letter recognition	Naming and forming upper- and lowercase letters both in and out of order
Looks like...	<ul style="list-style-type: none">• naming upper- and lowercase letters both in and out of order, with increasing automaticity• beginning to print upper- and lowercase letters with appropriate formation patterns

11.8 demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lowercase manipulative letters in letter play; identify letters by name on signs and labels in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter)



Lighthouse Classrooms

- **Format of visits**
 - School visit
 - AM - visiting teacher(s) view literacy block
 - PM - coach leads teacher through professional learning based on observation
 - Follow-up (2 - 3 weeks following)
 - Coach visits teacher in their classroom to provide follow-up support
 - Additional follow-up / consultation (as required)
 - Coaches and consultant remain available for ongoing support



Elementary Professional Learning

- **Long-range plan documents for primary writing (Grades 1 and 2)**
- **September 1, 2023 PA Day**
 - All elementary teachers and administrators were provided with a comprehensive overview of the new curriculum
 - Focused on new strands and changes from previous curriculum
 - Included opportunities for staff to engage in planning, reflection and exploration of the new document
- **September 5, 2023 PA Day**
 - Kindergarten teachers provided an overview of connections between the **Kindergarten Program (2016)** and new Language curriculum



Secondary Professional Learning & Resources

- Summer Writing Projects completed in August 2023:
New Grade 9 English Course, Teaching Resource
Bridge English, Teaching Resource
Literacy Strategies in Science, Teaching Resource
- Professional learning for all English teachers:
September 1, 2023
- Subject Council Meetings planned for 2023-2024
- In the classroom consultant and coordinator support for BAS assessments (LLI, Empower) and curriculum changes