

Whitemouth School

Home of the Warriors



WMS - - Manitoba Historical Site

- ✓ Built in 1961 and officially opened on September 15, 1961.
- ✓ Whitemouth Collegiate
 - Architectural design – Zunic and Sobkowich
 - Construction – Louis Ducharme and Associates
 - Originally had 7 classrooms, a library, commercial room, science lab and auditorium.
- ✓ Staff consisted of teachers, principal, janitor and a nurse!
- ✓ In 1971, expansion occurred, and Whitemouth Elementary moved to the collegiate creating a K-12 school.
- ✓ First Principal of Whitemouth Collegiate (Donald S. Smith)



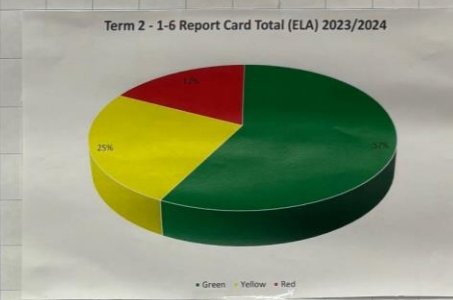
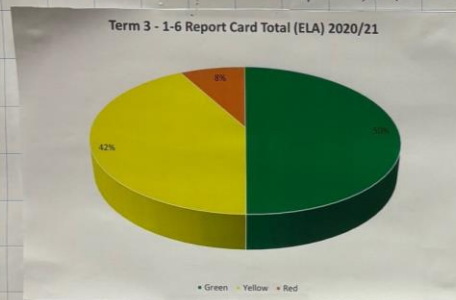
WMS Today!

- K – 12 school with 171 students.
 - Elementary – 82
 - Middle Years – 28
 - High School – 61
- 11.28 Instruction/ 4.0 Student Support / 2.94 Custodial / 1.0 Librarian

Goal Setting Day

Lit. Data #1

covid years
↑ how was this assessed?
observed
- were steps used/forward?



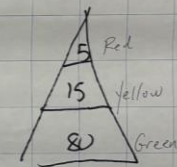
FACTUAL OBSERVATIONS

Green increased 7%

Red increased 9%

Yellow decreased 17%

There is 1% missing from 23/24 Data!! ??

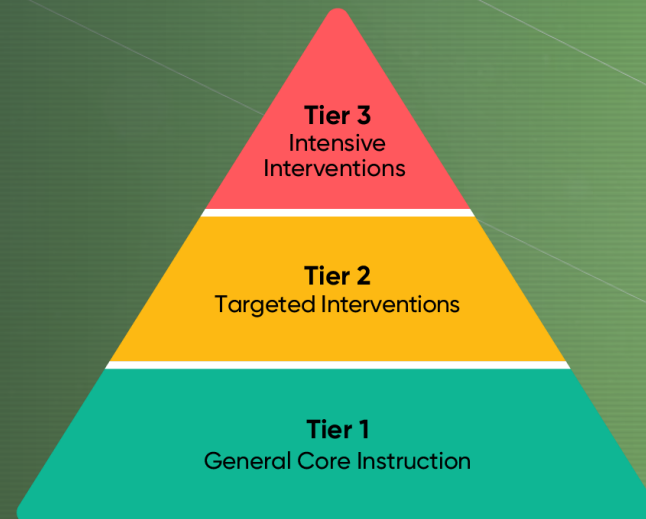


- different terms being compared
- question reporting during covid period (red?)

Literacy Goal 2024-2025

- Students will demonstrate improvements in reading, writing and comprehension by receiving the required support according to our response to intervention model, which is measured by formative and summative assessments.

Identified factors that lead to success.



Strategies and Resources

- Implement (K-2) Literacy Support Program to target 'emergent - red' readers (to start) based on formative assessments. (Phonemic)
- Implement (3-6) and (7-8) Literacy Support Program to target 'red and yellow' students based on formative assessments and collaboration with teachers. (Reading, Writing, Comprehension)
- Implement Student Comprehension Assessment 2x per year (1-11).
- Utilize divisional reading and writing progressions to help guide teaching.

Literacy Support Program (K-2)



Implementation Overview

Scope & Sequence At-a-Glance: All Concepts (K-2)

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. v /v/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
 36. Short I Review
 37. Short O Review
 38. Short A, I, O Review
 39. Short U Review
 40. Short E Review
 41. Short Vowels Review (all)
- Digraphs**
42. FLSZ Spelling Rule (ff, ll, ss, zz)
 43. -all, -oll, -ull
 44. ck /k/
 45. sh /sh/
 46. Voiced th /th/
 47. Unvoiced th /th/
 48. ch /ch/
 49. Digraphs Review 1
 50. wh /w/, ph /f/
 51. ng /ŋ/
 52. nk /ŋk/
 53. Digraphs Review 2 (incl. CCCVC)

VCe

54. a_e /ă/
55. i_e /î/
56. o_e /ô/
57. VCe Review 1, e_e /ê/
58. u_e /û/, /yû/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/
62. VCe Review 3, VCe Exceptions

Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /î/
74. y /ê/
75. -le
76. Ending Patterns Review

R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams

84. ai, ay /â/
85. ee, ea, ey /ê/
86. oa, ow, oe /ô/
87. ie, igh /î/
88. Vowel Teams Review 1

Other Vowel Teams

89. oo, u /oo/
90. oo /ô/
91. ew, ui, ue /û/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ê/, a /ô/

Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

Silent Letters

98. kn /n/, wr /r/, mb /m/

Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ô/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yû/: ou /û/)
116. ough /aw/, /ô/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

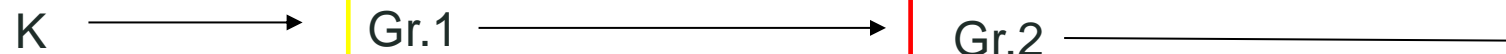


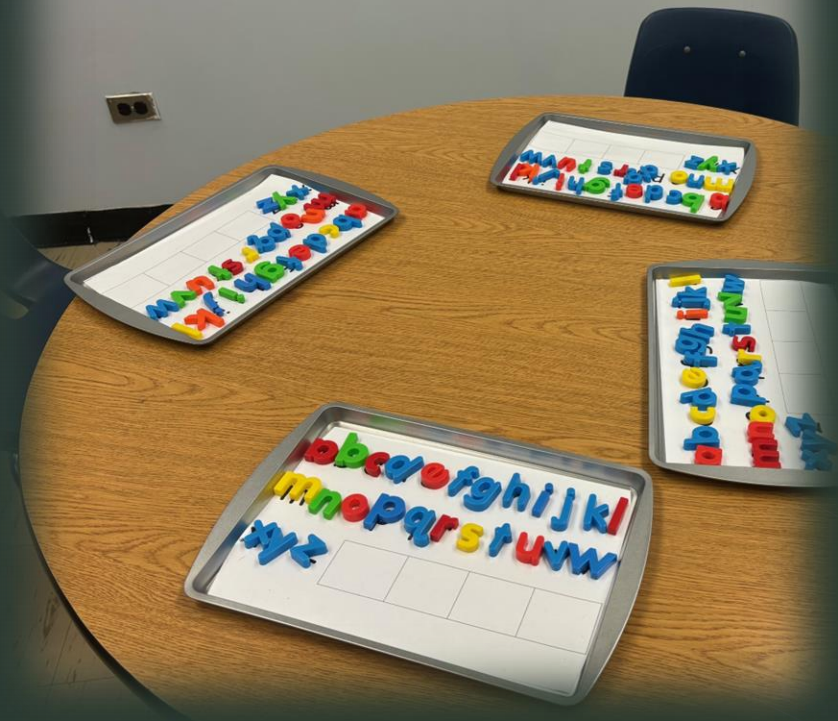
Words Their Way Elementary Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____

Words Spelled Correctly: _____ / 25 Feature Points: _____ / 62 Total: _____ / 87 Spelling Stage: _____

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC				WITHIN WORD PATTERN				SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		Words Spelled Correctly
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	EARLY	MIDDLE		
	Consonants Initial Final		Short Vowels	Digraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Base or Roots	Feature Points			
1. bed	b	d	e													
2. ship		p	i	sh												
3. when			e	wh												
4. lump	l		u		mp											
5. foot		i			ft	oo										
6. train		n			tr	ai										
7. place					pl	a-e										
8. drive		v			dr	i-e										
9. bright					br	igh										
10. shopping			e	sh				pping								
11. spoil					sp		oi									
12. sewing							er	ving								
13. chewed				ch			ew	ed								
14. carries							ar	ies	r'							
15. marched				ch			ar	ed								
16. shower				sh			ow			er						
17. bottle											e	le				
18. favor										v	or					
19. ripen										p	en					
20. cellar										ll	ar					
21. pleasure													ure	pleas		
22. fortunate							or						ate	fortun		
23. confident													ent	confid		
24. civilian													ine	civil		
25. opposition													tion	pos		
Totals			17	15	16	17	15	17	15	15	15	15	15	15	162	125





Working with Words

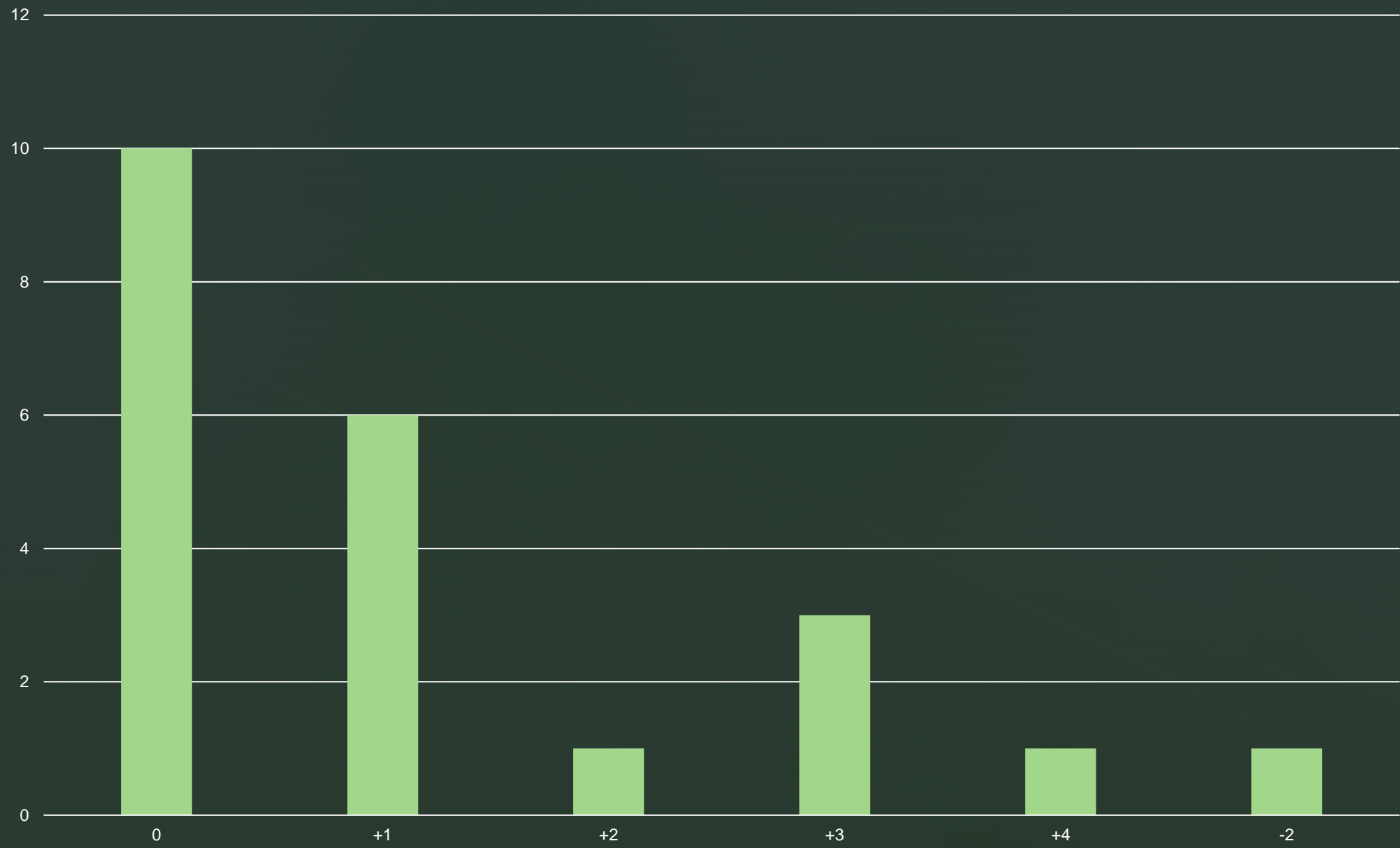
Phonemic Awareness Exercises



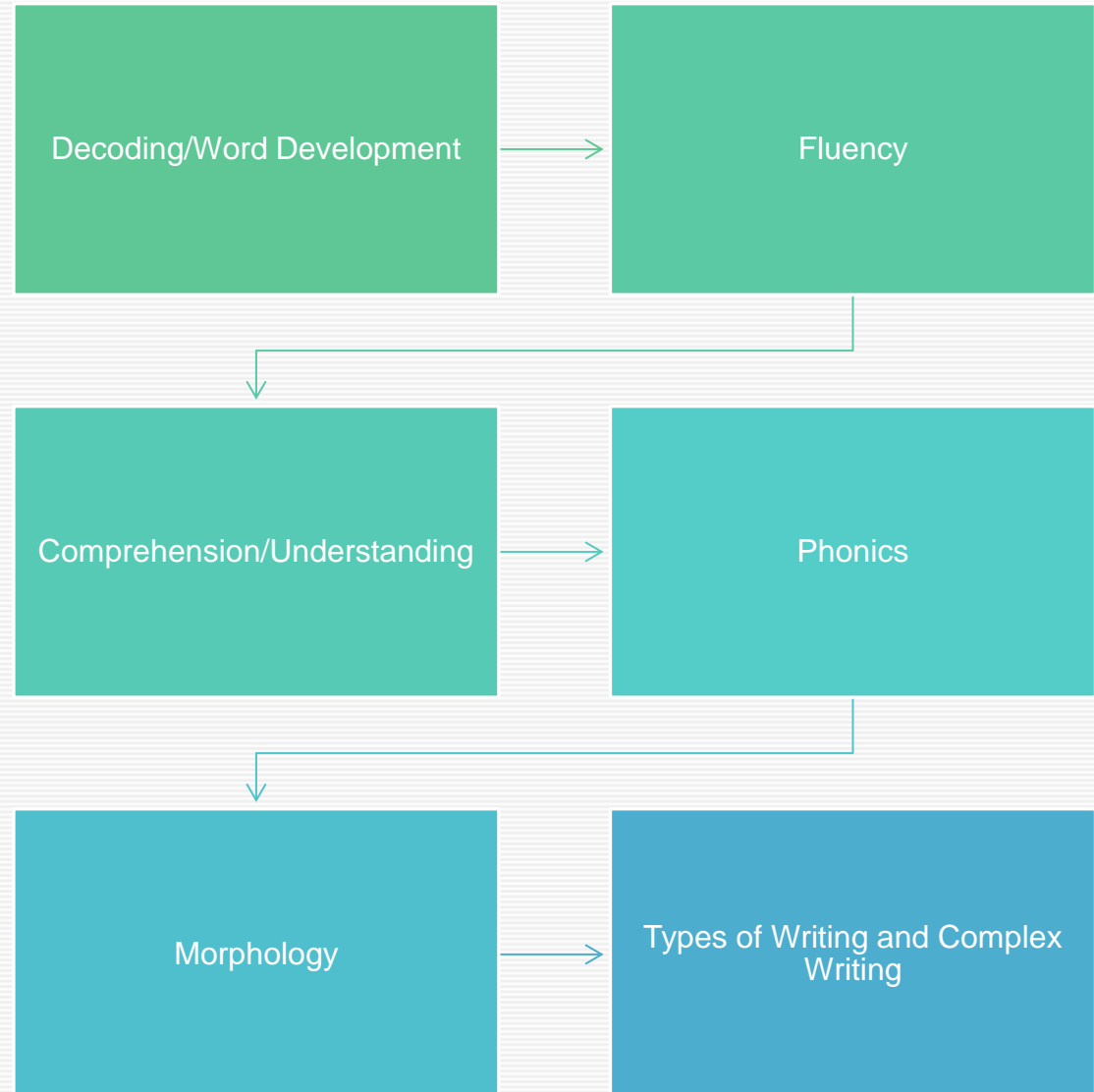


Literacy Support 3-6


Count of Assessment(Sept. & Jan. 2023/24) by +/- Result



Targeted Intervention (Gr. 3-6)



Programs Use (3-6)




MOON DOGS
SET 1

Decodable books for older readers

8 books
ISBN 9781783692972

TITLE	ISBN	PHONIC FOCUS
Book 1: Is it Matt?	ISBN 9781783694464	s, a, t, i, m
Book 2: Tam Has a Nap	ISBN 9781783694471	n, o, p
Book 3: Sim and the Bat	ISBN 9781783694488	b, c, g, h
Book 4: Ned, the Cat	ISBN 9781783694495	d, e, f, v
Book 5: Kip's Bad Leg	ISBN 9781783694501	k, l, r, u
Book 6: Jed's Bag	ISBN 9781783694518	j, w, z
Book 7: The Big Hill	ISBN 9781783694525	x, y, ff, ll, ss, zz
Book 8: Ned is Bad	ISBN 9781783694532	CVC level





DAY 1

INSECTS

COMPREHENSION FOCUS Analyzing Relationships: Compare

LEVEL **A**

LESSON **1**

STEP 1
Sight Word Review

STEP 2
Introduce the New Book

STEP 3
Read, Discuss, and Teach

STEP 4
Word Study

Since this is the first lesson, there are no sight words to review. Have students write the uppercase *l* and their first names using appropriate uppercase and lowercase letters. If necessary, provide a model for them to copy.

SYNOPSIS: This is a book about insects. Let's look through the book and talk about the pictures.

PREVIEW: Invite each student to talk about one of the pictures. Support oral language and encourage complete sentences. Prompt for details. *Tell me more. What else do you see in the picture?*

Introduce New Vocabulary
Turn to page 2. What letter would you expect at the beginning of the word Here? Find the word Here. Make sure students are familiar with the insects, such as dragonfly and beetle.

Introduce New Language Structure
On page 2 it says, Here is a butterfly. Read that page with me.

Cross-Checking
Look at page 8. This could be a cricket or a grasshopper. You'll have to check the first letter to figure it out.

Text Feature: Glossary
This book has a glossary on the last page. It shows pictures of some of the insects in the book. Let's look at the glossary together. Find the word ladybug. Repeat with other glossary words.

READ AND PROMPT
Have students use soft voices to read the book, pointing to each word with their reading finger, while you work with individuals. Use the Prompts for Emergent Readers to differentiate your instruction.

DISCUSS
What insects did you learn about? How are these insects similar to or different from other insects you have seen?

TEACH
Have students chorally read one page and frame each word with their index fingers. This activity will demonstrate voice-to-print matching.

TEACH NEW SIGHT WORD: is

What's Missing? **Mix and Fix** **Table Writing** **Write and Retrieve**

PICTURE SORTING: /b/ and /m/




Literacy Support Gr. 1-11

Grade 7 - 11

Student Comprehension Assessment

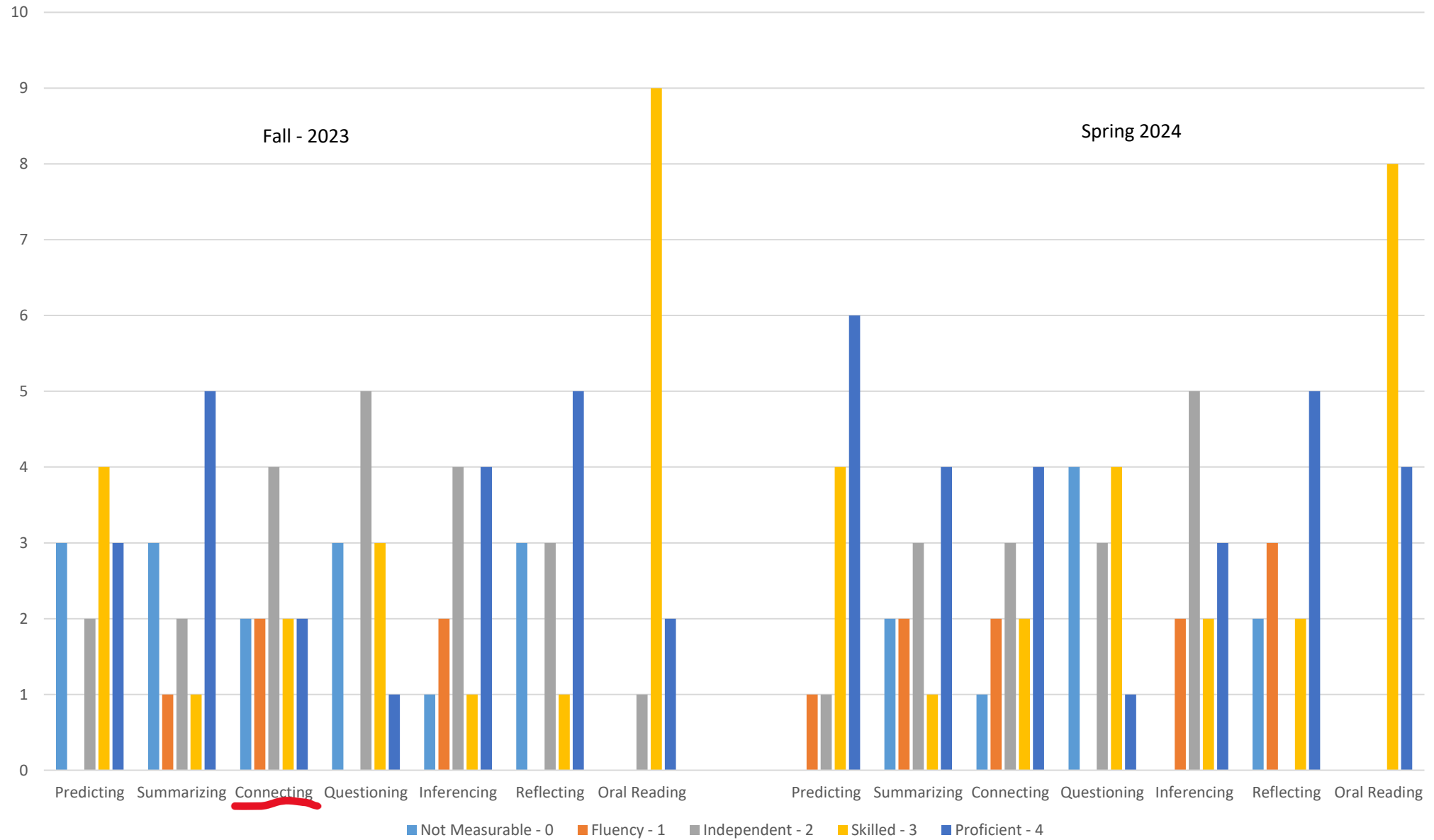
WMS

Whitemouth School

QUESTIONING

3. What did you wonder about **WHILE** reading this text and what questions do you have now **AFTER** reading it? What are questions others might have about the topic or the text itself?

SCA Results 2023/24



T-Shirt Introductions

