Hazelridge School

Presentation to the Board of Trustees

November 5, 2024

Agenda

OUR SCHOOL

SCHOOL GOAL

RATIONALE

STRATEGIES & RESOURCES

WHERE WE'RE AT

QUESTIONS

Our School

It takes a connected village to do great things ~ Dr. Jody Carrington

School Goal

- By June 2025, students will show increased independence and fluency in using literacy conventions and applying word and vocabulary strategies in alignment with the divisional literacy reading and writing progressions.

Sunrise Literacy Progressions

Sunrise School Division
Reading Progression K-3

June 2024

Awareness	Emergent	Early	Transitional
Word Work (Phonological Awareness, Phonics, Spelling, Vocabulary)	**Word Work (Phonological Awareness, Phonics, Spelling, Vocabulary)**	**Word Work (Phonological Awareness, Phonics, Spelling, Vocabulary)**	**Word Work (Phonics, Spelling, Vocabulary)**
• Recognizes own name in print. • Recognizes some environmental print and personally familiar words (i.e. mom, dad, ma, go, I, a at, up) in poems, books etc./approximately 10 words) • Uses new vocabulary from books in play settings. • Participates in rhyme activities. • Orally blends two words into a compound word (cow-boy = cowboy, base-ball = baseball) • Orally blends syllables into words (do-nut = donut, spi-der = spider) • Claps/count syllables (umbrella-3 claps, book-1 clap) • Identify initial and final sounds in words.	• Recognizes and writes grade appropriate high- frequency words (up to 30 words)* • Can hear and record short a and short o sounds. • Can hear and record long vowel sounds in words. • Manipulates sounds in words – not including blends (deletions, substitutions and additions) • Orally blends sounds in 2 and 3 phoneme words (/a/ /t/=at; /s/ /u/ /n/=sun). • Segments sounds in 2 and 3 phoneme words (Tell me the sounds in the word ship - /sh/ /i/ /p/.) • Identifies medial consonant sounds in words. • Uses vocabulary from books in oral language. • Shows curiosity and interest in new words.	• Recognizes grade appropriate** high-frequency sight vocabulary. • Says the most common phoneme for all single-letter graphemes. • Writes/selects corresponding graphemes for all common phonemes. • Blends, segments and manipulates words with blends. • Segments and writes VC and CVC words with letters in correct order and reads the aloud. • Gives examples of how a phoneme can be represented by more than one letter or letter combination (c, ck) • Says short and long vowel sounds for letters a,e,i,o,u. • Reads single-syllable words with common double letters (ss-fuss, ll- will, zz-buzz, ff-puff) and applies this when reading texts. • Reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, ri-ch, i-o-ck) and applies this when reading texts. • Reads single-syllable words with common long vowels CVCe and applies this when reading texts. • Reads one- and two-syllable words with common suffixes, applies when reading texts and uses appropriately when writing (-ing, - ed)(jumped) • Segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p-, b-a-s-k-l) • Begins to use words from books and content studies in speech and writing. C= consonant V= vowel Phoneme = smallest unit of sound	• Recognizes grade appropriate** high-frequency sight vocabulary. • Reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading texts. • Reads two-syllable compound words with taught grapheme-phoneme correspondences (desktop, shellfish, carpark, farmyard) and applies when reading texts. • Writes common words with taught consonant blends and vowel digraphs (trip, boat) • Reads CCVCC words (trust), CCCVC words (scrap), CCCVCC words (thrust) and applies when reading texts. • Reads words with r-controlled vowel combinations (ar, er, or, ur, ir) and writes words accordingly and applies when reading texts. • Applies common phonics generalizations. • When reading texts, says and represents the new word when asked to delete a phoneme within an initial blend of single-syllable words (spail=sail) • Reads less common graphemes that contain alternative spelling for phonemes (/ch/tch/y/g) and applies when reading texts. • Reads multi-syllabic words, including those with prefixes and suffixes, and applies when reading texts (in-, ex-, dis-, -ful, -able, -ly) • Reads words with silent letters in digraphs (kn, mb) and applies when reading texts. • Uses words acquired from reading and writing. Works on expanding vocabulary.
Reading as a Reader	**Reading as a Reader**	**Reading as a Reader**	**Reading as a Reader**
• Enjoys being read to. • Chooses favourite book. • Is aware of book language. • Participates in shared reading. • "Reads" favourite book. • Reads" a story from the illustrations (may or may not match the text) • Imitates the reading behaviours of parents/teachers/peers. Reads favourite shared reading charts, poems, big books, and morning messages. • Begins to develop concepts of print.	• Enjoys reading. • Participates in shared reading discussions. • Participates in guided reading discussions. • Uses some book language. • Reads beginner books without a pattern. • Decodes CVC words • Locates known words in text. • Composes short messages and can reread them with 1:1 match. (Most reading strategies will be developed through writing-reading comprehension connections)	• Reads for own purposes during free reading time. • Uses phrasing when reading familiar text. • Uses expression when reading familiar text. • Contributes to shared reading discussions. • Contributes to guided reading discussions. • Is beginning to read silently. • Uses information text with guidance. • Sees self as a reader. • Decodes words and considers if the word they read makes sense • Re-reads and self-corrects when what they read does not make sense • Relies more on print than illustrations. • Links known words to unknown words in order to decode. (I know look, so I can read looks, looked, looking, shook. I know cat and I know fly so I can read flat) • Uses punctuation when reading. • Recognizes story patterns. • Rereads to gain meaning Vocabulary Strategy Fix Up Strategy	• Reads for discovery Students Who Are Not Engaged in Reading • Uses correct phrasing while reading. • Uses expression when reading text. Support With Reading Fluency • Participates in literature discussions (whole group, small group or pairs) • Reads from an increasing variety of genres with guidance. • Sustains attention to meaning of longer texts. • Reads silently. • Locates & uses information text. • Uses all three cueing systems consistently. • Reads on to gain meaning. • Uses prior knowledge to gain meaning. • Self-corrects consistently. • Follows written directions with guidance.
Comprehension	**Comprehension**	**Comprehension**	**Comprehension**
• "Chimes in" during repeated story pattern/cloze activities • Talks about story events & characters. Discusses read-alouds or different genres. • Connects story to self, responds to story during play (artwork, dramatic play) • Connects story to illustrations	• Predicts what might happen next with guidance. • Memorizes story patterns. • Is developing a sense of story. • Uses picture clues to comprehend text. • Retells some of the story. • Understands the role of author/illustrator. • Retells story with support. • Developing an understanding of a variety of genres	• Predicts story events. • Has a sense of story and identifies book language? • Reads for meaning. • Recognizes story sequence (beginning, middle, end) Retell Strategies • Retells most of the story unaided • Recognizes author's style & theme with guidance. • Responds to literature. Response Ideas • Recognizes a variety of genres. End of Grade 1	• Predicts meaning from context/illustrations. • Infers author's meaning from text. Inferencing • Identifies main idea. Main Idea • Retells story including characters & events. • Uses author's style & theme to make meaning. • Discusses & expresses opinion in story. Opinion Strategy • Is increasing knowledge of literary elements and a variety of text features. • Recognizes features of genres with guidance

*Teachers should consider words of personal significance and words that occur frequently in the little books, songs and poems that are used for emergent reading. **Teachers should adopt a common word list that supports automaticity in both reading and writing.

Sunrise School Division
K-3 Writing Progressions

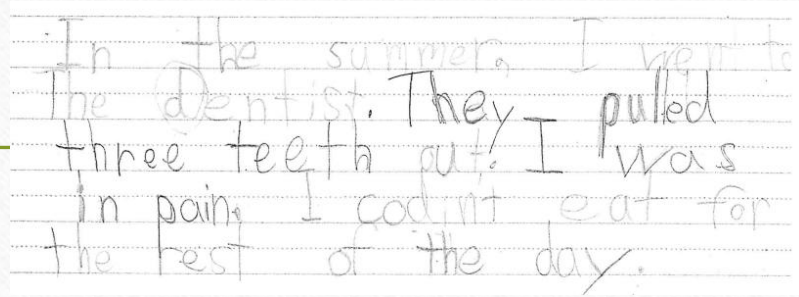
November 2023

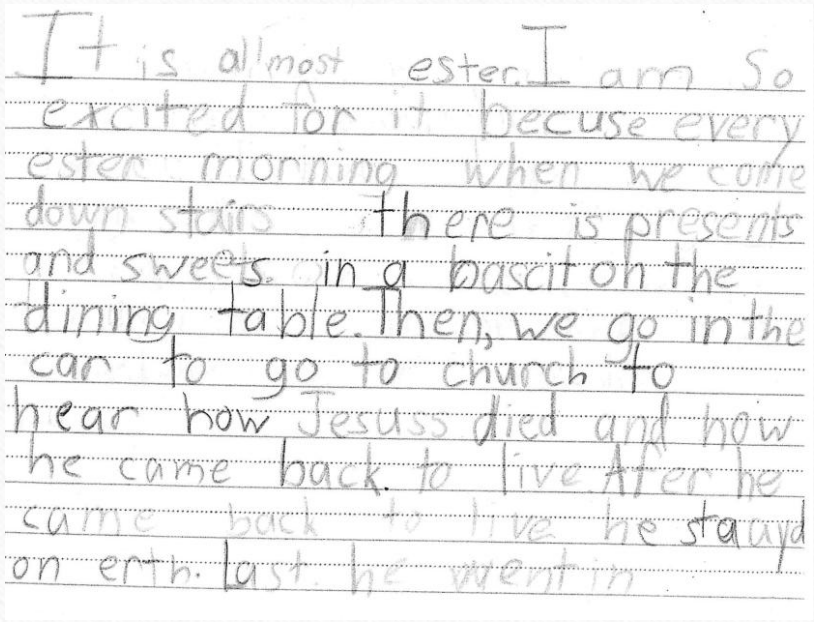
	Early (1, 2)	Transitional (2, 3)
	Writing as a Writer	**Writing as a Writer**
	• Sustains participation in writing process for up to 30 min (OLM) • Presents writing and engages audience with guidance according to pre-set criteria • Shows awareness of voice in writing (personal and procedural) • Reflects on writing; sets goals with guidance • Orally rehearses and shares for sequencing and organization • Writes familiar words (90 plus) Word List	• Sustained participation in writing process for 30+min. (may carry a piece of writing over several days) • Writes a variety of genres across curriculum with guidance • Creates personal writing that represents personal ideas, opinions and experiences (lists, reports, letters) • Learn from other writers by emulating their use of words, phrases and sentences • Revises for voice, purpose, audience, criteria, topic and new ideas, with guidance • Presents writing and engages audience • Reflects on writing using criteria, sets goals based on reflections
	Writing Process	**Writing Process**
	• Uses pre-writing strategies with support (orally rehearses • Writes for different purposes. • Writes a variety of sentences • Writes words with silent e • Writes words with initial and final blends • Writes digraphs (ch, th, sh) • Begins to write words with a variety of vowel patterns (ee, ow, ay, oo, ai, oi, oa, ou) • Begins to write words with inflected endings (ing, s, ed) • Spells familiar words using a variety of strategies and resources • Re-reads, edits and revises with guidance • Uses a basic checklist to edit for end punctuation, capitals and spelling • Uses logical sequence when writing • Publishes simple pieces (3-4 sentences)	• Uses pre-writing strategies with support • Uses content/word work to enhance writing • Uses multi-syllabic and descriptive words to enhance images and ideas • Expands ideas with detail • Begins to write more complex sentences • Uses a hook to engage reader • Selects voice for audience and purpose with guidance • Writes a strong beginning, middle and end • Self-initiates edits and revisions • Acts upon teacher feedback • Publishes pieces accurately • Continues to write words with a variety of vowel patterns (ea, ow, ew, aw, igh) • Begins to cluster sentences into a paragraph when starting a new idea/topic, with guidance
centers (lists, signs) • Reads and shares own pictures and writing • Orally articulates sounds in words to record sounds • Uses sound/symbol relationship and visual memory to spell words	• Can hear and record media consonants in words. • Uses logical sequence when writing, with guidance • Begins to edit, revise and self-monitor • Publishes simple pieces with guidance	
Conventions of Writing	**Conventions of Writing**	**Conventions of Writing**
• Forms recognizable letters • Writes first name (may include a combination of upper- and lower-case letters) • 1:1 matching (reads a word for each written word) • Uses spaces between words with guidance • Controls directionality in writing words (left to right) and sometimes when writing letters (top to bottom)	• Strives for consistency in letter size and shape • Prints own name conventionally (uppercase only at beginning) • Begins sentences, names and "I" with capital letters • Uses periods correctly • Experiments with other kinds of punctuation • Spaces words consistently	• Forms letters of consistent size and shape • Writes legibly with increased speed • Writes first and last name conventionally • Uses question marks correctly • Uses exclamation marks correctly • Uses appropriate verb tense and correct pronoun references with guidance	• Begins to handwrite with guidance daily Why Teach Handwriting • Uses commas in series and quotation marks with guidance • Uses bolding to create meaning • Shows awareness of appropriate verb tense and correct pronoun reference • Knows and applies spelling conventions and patterns using a variety of strategies and resources when editing • Edits using criteria for sentence structure, grammar and end punctuation • Writes compound words

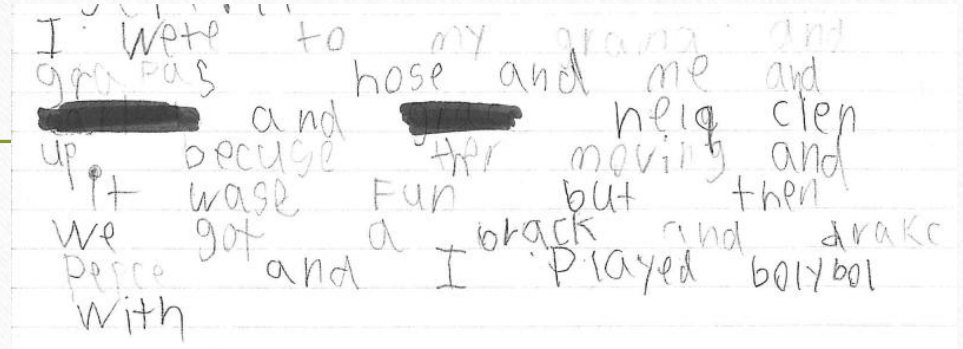
**OLM = Optimal Learning Model Optimal Learning Model Explained

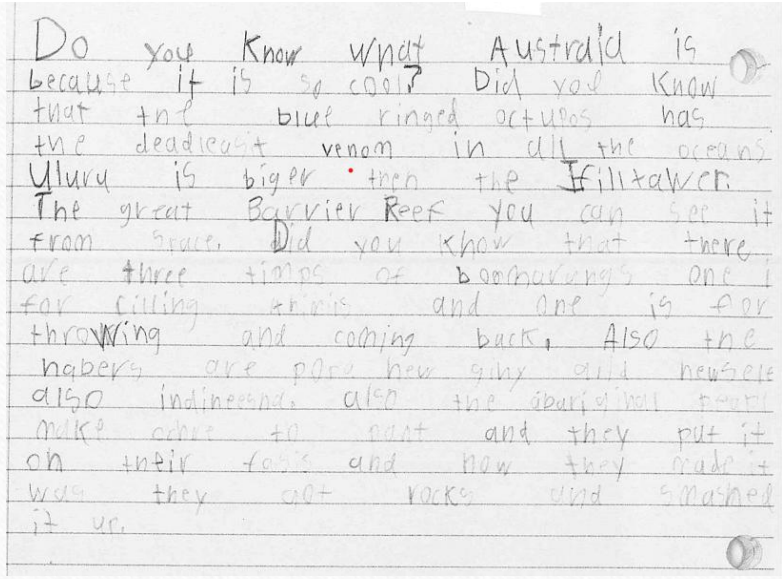
Recommended Resources for Teaching K-3 Writing

Rationale
(Sept vs May writing samples)


In the summer, I went to
The Dentist. They pulled
three teeth out. I was
in pain. I codint eat for
the rest of the day.

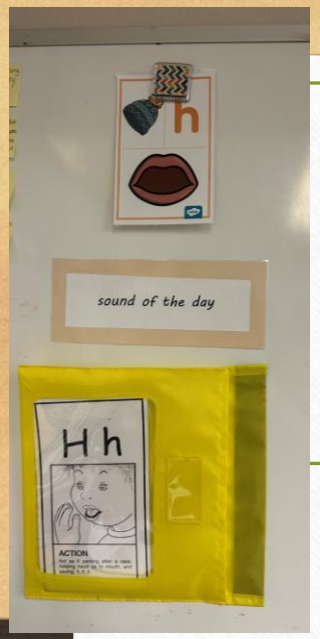

It is allmost ester. I am So
excited for it becuse every
ester morning when we come
down stairs there is presents
and sweets in a bascit on the
dining table. Then, we go in the
car to go to church to
hear how Jesuss died and how
he came back to live. Afer he
came back to live he stauyd
on erth. last he went in

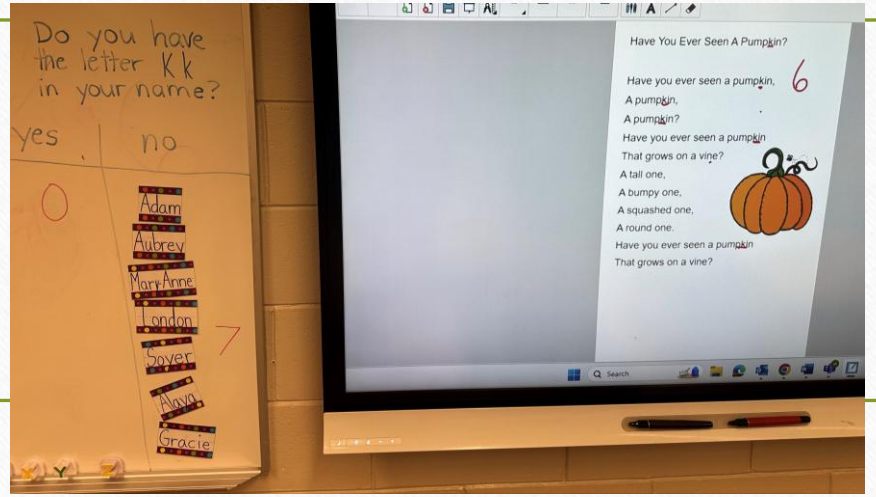

I wete to my grama and
grapas hose and me and
[redacted] and [redacted] neig clen
up becuse ther moving and
it wase Fun but then
we got a brack and drake
Perce and I Played bolybol
with

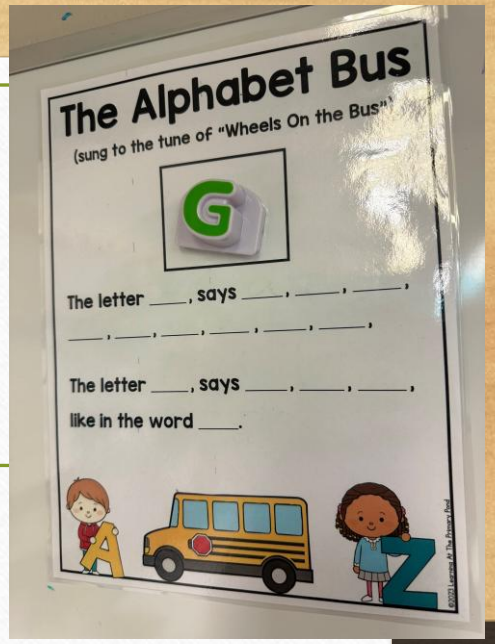

Do you Know what Australia is
because it is so cool? Did you Know
that the blue ringed octupos has
the deadleasit venom in all the oceans
Uluru is biger then the Ifilltawer.
The great Barrier Reef you can see it
from space. Did you Know that there
are three timps of boomarangs one i
for cilling kriminis and one is for
throwing and coming back. Also the
habers are pora hew giny and hewsele
also indineesna. also the abariginal peapl
make ochre to pant and they put it
on their fasis and how they made it
was they got rocks and smashed
it up.

Strategies and Resources

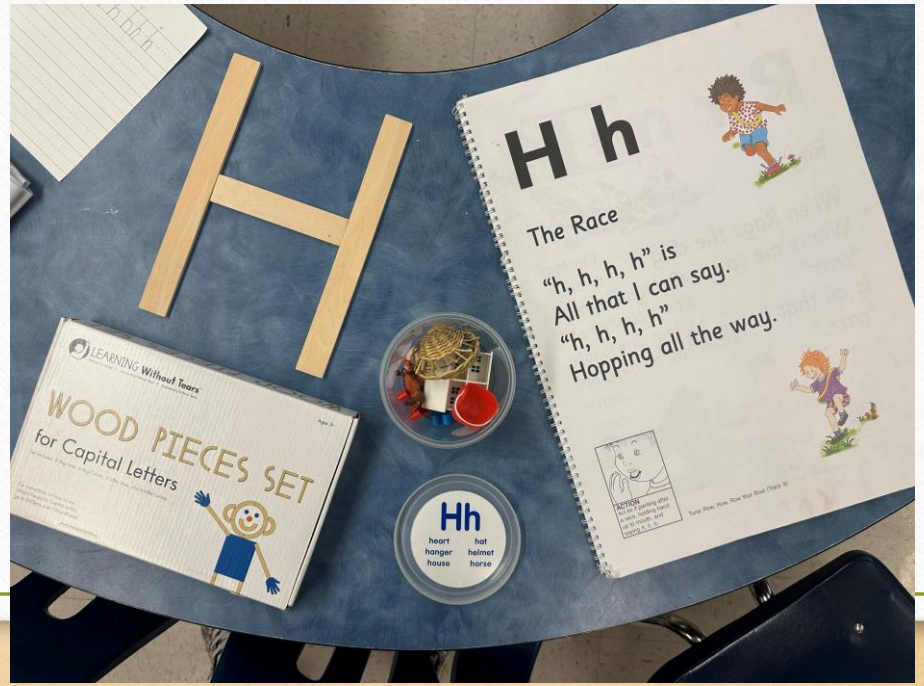
- Collaboration between staff members
- Divisional Literacy Leaders
- Comprehensive Literacy Approach
- Jan Richardson – Word Study, Guided Reading
- Reggie Routman – Optimal Learning Model
- UFLI
- Rime Magic
- Jolly Phonics
- Secret Stories
- Handwriting without Tears
- Words Their Way (assessment)

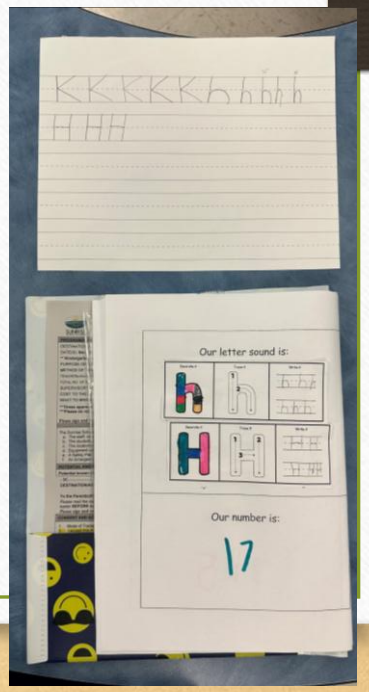




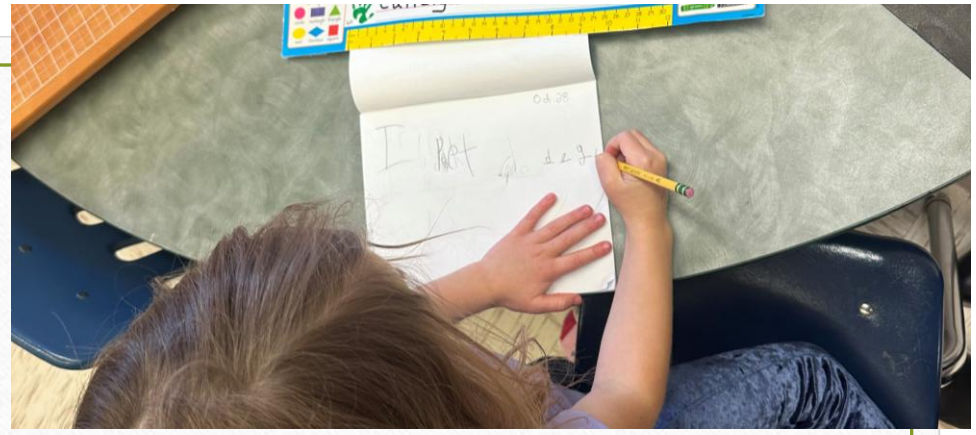


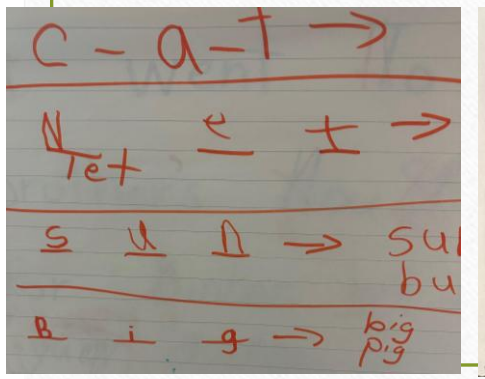
Word Work in the Kindergarten Classroom

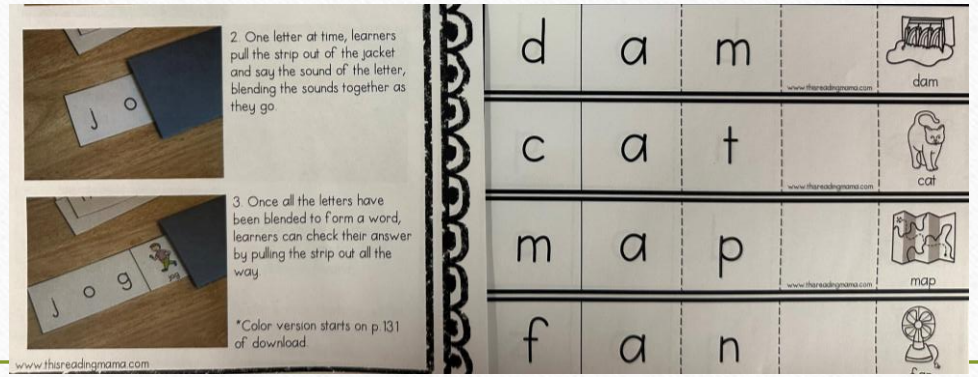




Vowels
There is a
tap,
tap,




c - a - t →
N e t →
s u n → su
bu
B i g → big
pig


2. One letter at time, learners pull the strip out of the jacket and say the sound of the letter, blending the sounds together as they go.
3. Once all the letters have been blended to form a word, learners can check their answer by pulling the strip out all the way.
*Color version starts on p.131 of download.
www.thisreadingmama.com
d a m
dam
c a t
cat
m a p
map
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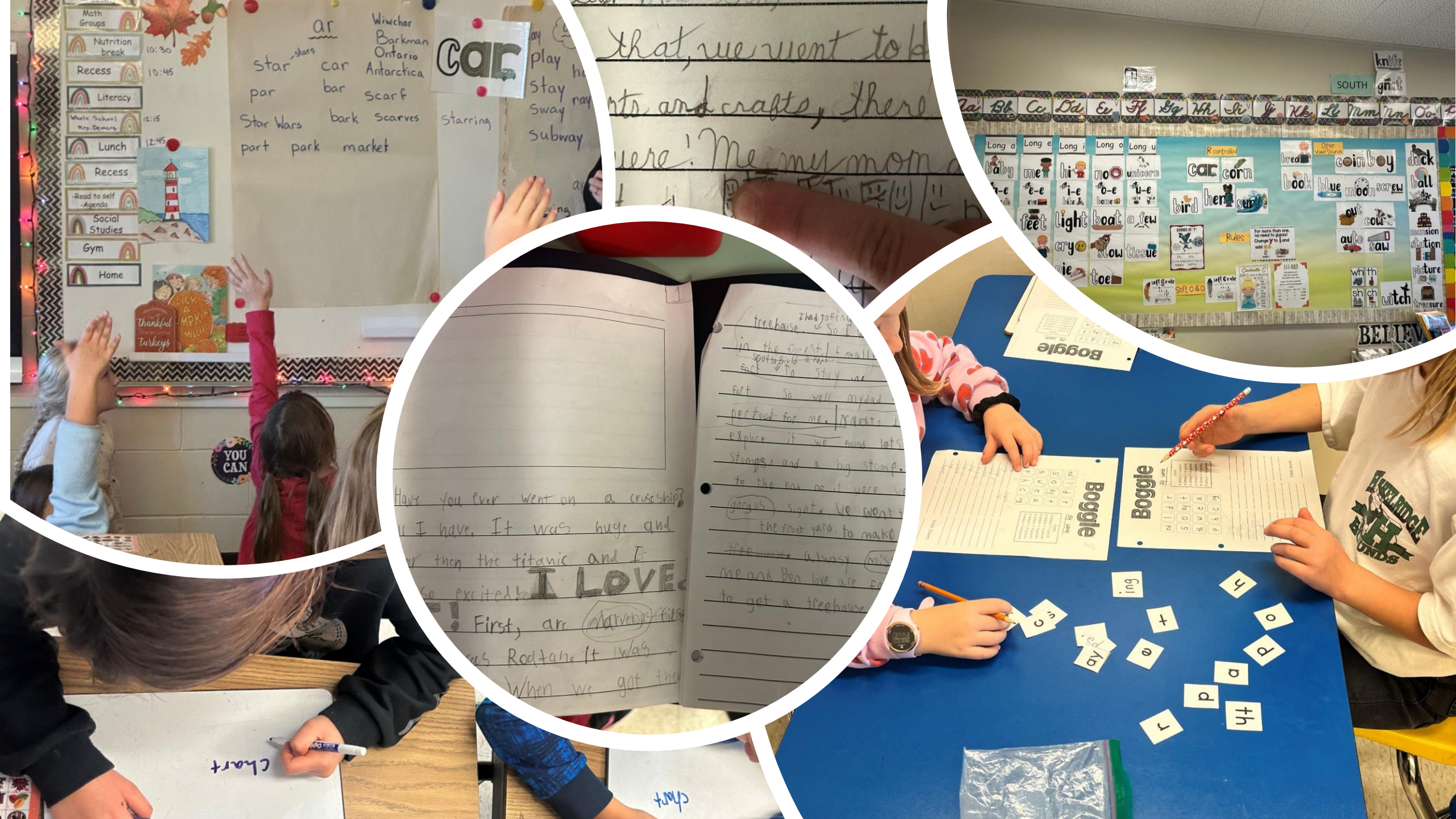
Math Groups
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Recess
Literacy
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that, we went to
and crafts, there
Have you ever went on a cruseship?
I have. It was huge and
then the titanic and I
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treehouse.
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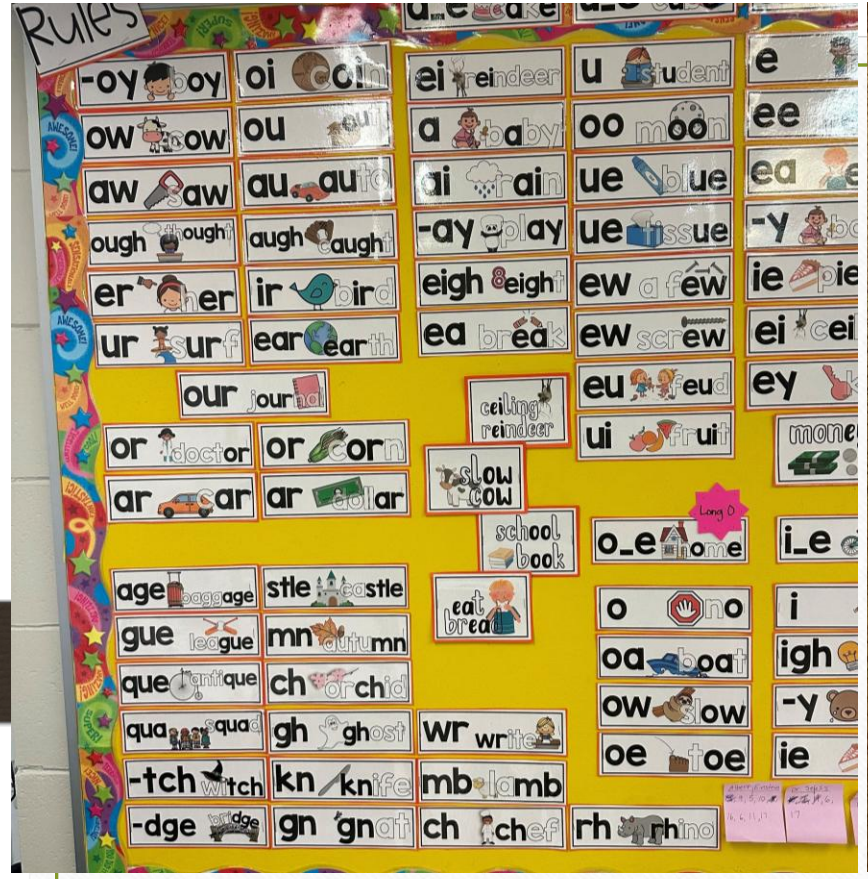
Rules
-oy oy
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a baby
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ea bread
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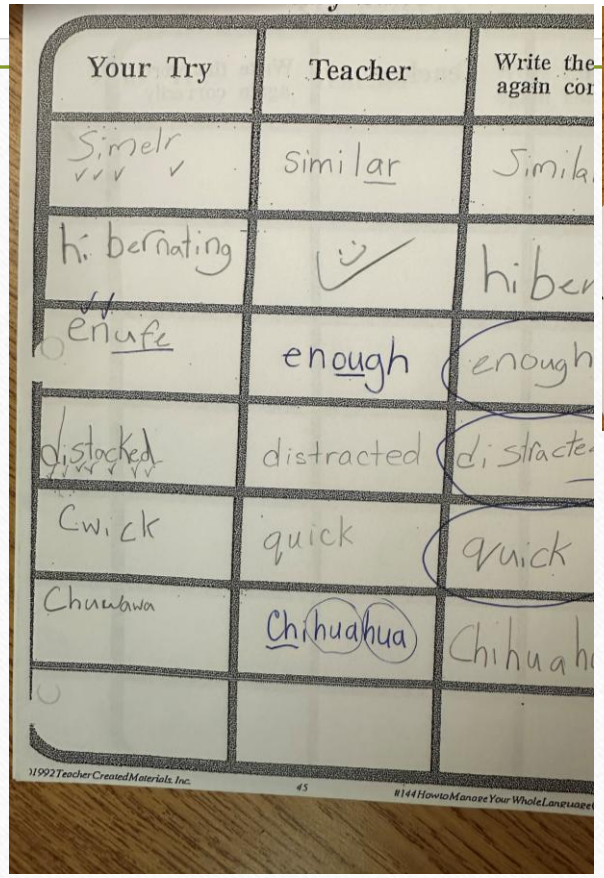
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©1992 Teacher Created Materials, Inc.
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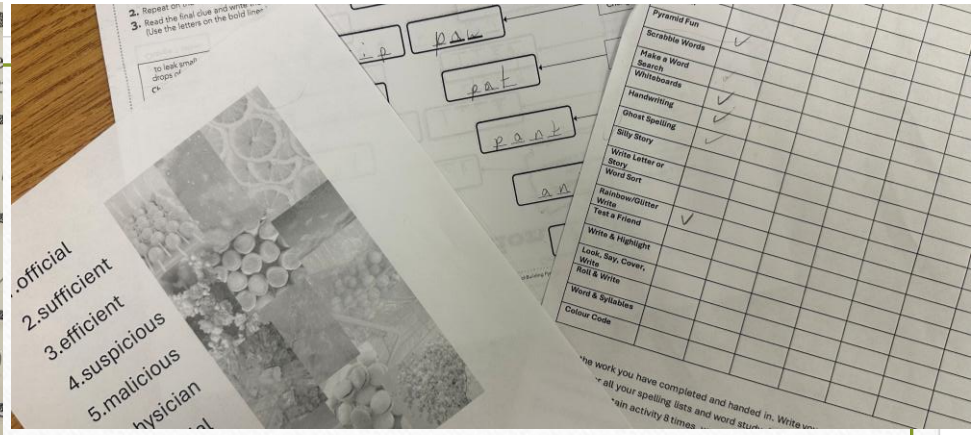
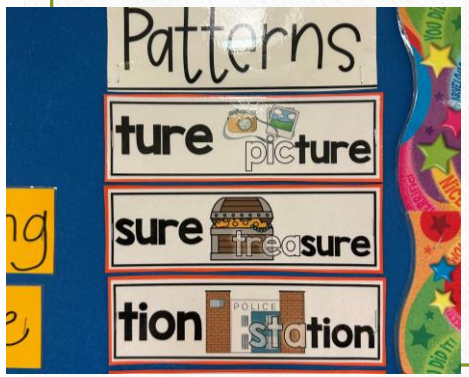
#144 How to Manage Your Whole Language


1.official
2.sufficient
3.efficient
4.suspicious
5.malicious
Pyramid Fun
Scrabble Words
Make a Word Search
Whiteboards
Handwriting
Ghost Spelling
Silly Story
Write Letter or Story
Word Sort
Rainbow/Glitter Write
Test a Friend
Write & Highlight
Look, Say, Cover, Write, Check
Word & Syllables
Colour Code


Patterns
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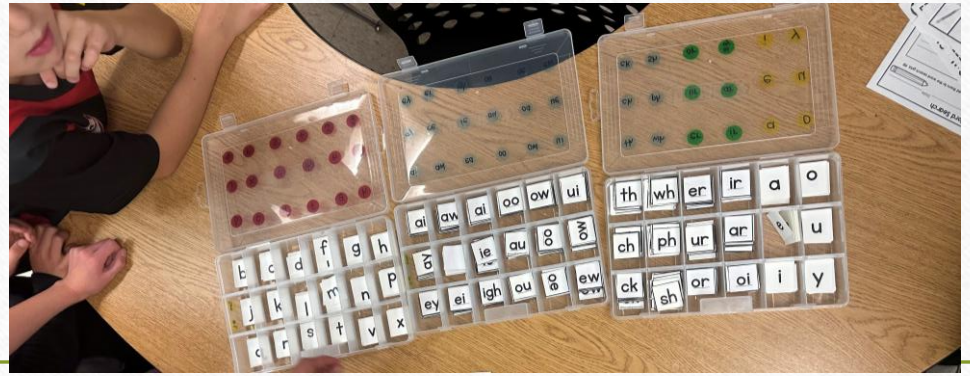
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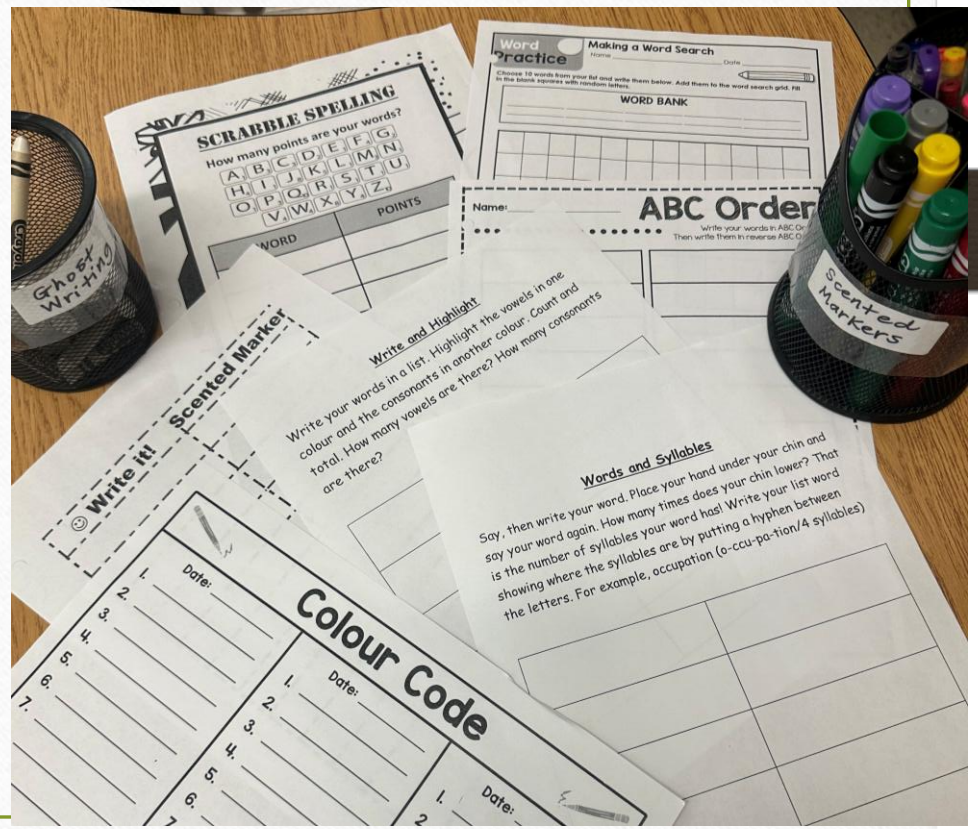
SCRABBLE SPELLING
How many points are your words?
WORD
POINTS
Word Practice
Making a Word Search
WORD BANK
Name:
ABC Order
Ghost Writing
Scented Markers
Write it!
Scented Marker
Write and Highlight
Write your words in a list. Highlight the vowels in one colour and the consonants in another colour. Count and total. How many vowels are there? How many consonants are there?
Words and Syllables
Say, then write your word. Place your hand under your chin and say your word again. How many times does your chin lower? That is the number of syllables your word has! Write your list word showing where the syllables are by putting a hyphen between the letters. For example, occupation (o-ccu-pa-tion/4 syllables)
Colour Code
Date:

Where we're at: Progress and Next Steps

Questions?