

Westgate School Parent Literacy Night

February 22nd, 2024
6:30 – 7:30



AGENDA

- Welcome from Administration
- SDP Goal – Reading
- Introductions
- The new Alberta curriculum overview – Sheena
- Structured Literacy – Sandra
- Morphology – Lina
- Vocabulary – Lina
- Cross-curricular literacy
- Diverse books – Sheena
- Supporting students at home – Sandra, Sheena and Lina



pneumothorax
microscopic
silicovulcano
coniosis



Holistic School Development Plan Goal – New Curriculum Implementation

Impact on Literacy – Students reading fluency (Div I) and reading comprehension (Div II) will improve

- Diagnostic assessments
- Professional learning
- Grade team PLC
- Classroom based assessments
- Data tracking
- Collaborative response
- Report Card data – FILAL



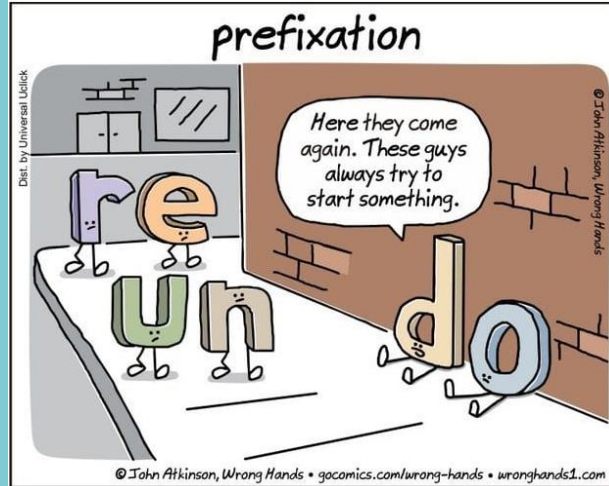
Pronouncing every letter in a word



"We don't do that here"

Why did Shakespeare
only write in pens?

Pencils confused
him. 2B or not 2B?



German speakers:
soap is feminine

French speakers:
no it's masculine

English speakers:



New Curriculum Overview



New Curriculum Resources

- [K-6 Literacy Progressions](#)
- [ELAL Previous and Current Curriculum Comparison and Snapshot by Grade](#)
- [FILAL Previous and Current Curriculum Comparison and Snapshot by Grade](#)
- [ELAL Curriculum Overview](#)
- [FILAL Curriculum Overview](#)
- [New Curriculum Bridging Documents](#)



Most Significant Changes

Previous program of studies

New curriculum

Phonological awareness <i>The ability to identify and manipulate sounds in oral language</i>	There is a limited emphasis on recognizing and manipulating sounds.	There is a strong emphasis on spoken sound recognition and manipulation in grades K to 2 to support reading and writing skills.
Phonics	There is a limited emphasis on understanding the relationship between sounds and letters (phonics).	There are clear expectations for students to learn phonics from K to 4 then apply this learning to reading and writing in later grades.
Vocabulary	There is limited emphasis on learning skills that help to develop vocabulary.	Students learn to develop and use vocabulary through understanding word formation, meaning, and spelling.

Phonological awareness (The ability to identify and manipulate sounds in oral language)	There is little focus on students learning to identify and manipulate sounds when speaking.	There is a strong emphasis on phonological awareness from Kindergarten to Grade 2, and this is applied to reading and writing in later grades.
Phonics	Learning the relationships between sounds and letters (phonics) happens in a general way through reading.	There are clear expectations for students to learn phonics from Kindergarten to Grade 3 then apply this learning to reading and writing in later grades.
Vocabulary and morphology (The study of words and their parts, such as prefixes, suffixes and base words)	Vocabulary and morphology are generally addressed through word analysis and comprehension.	There are clear expectations for students to build their knowledge of vocabulary and word parts (morphology) from grade to grade.

FILAL

(French Immersion Language Arts and Literature)

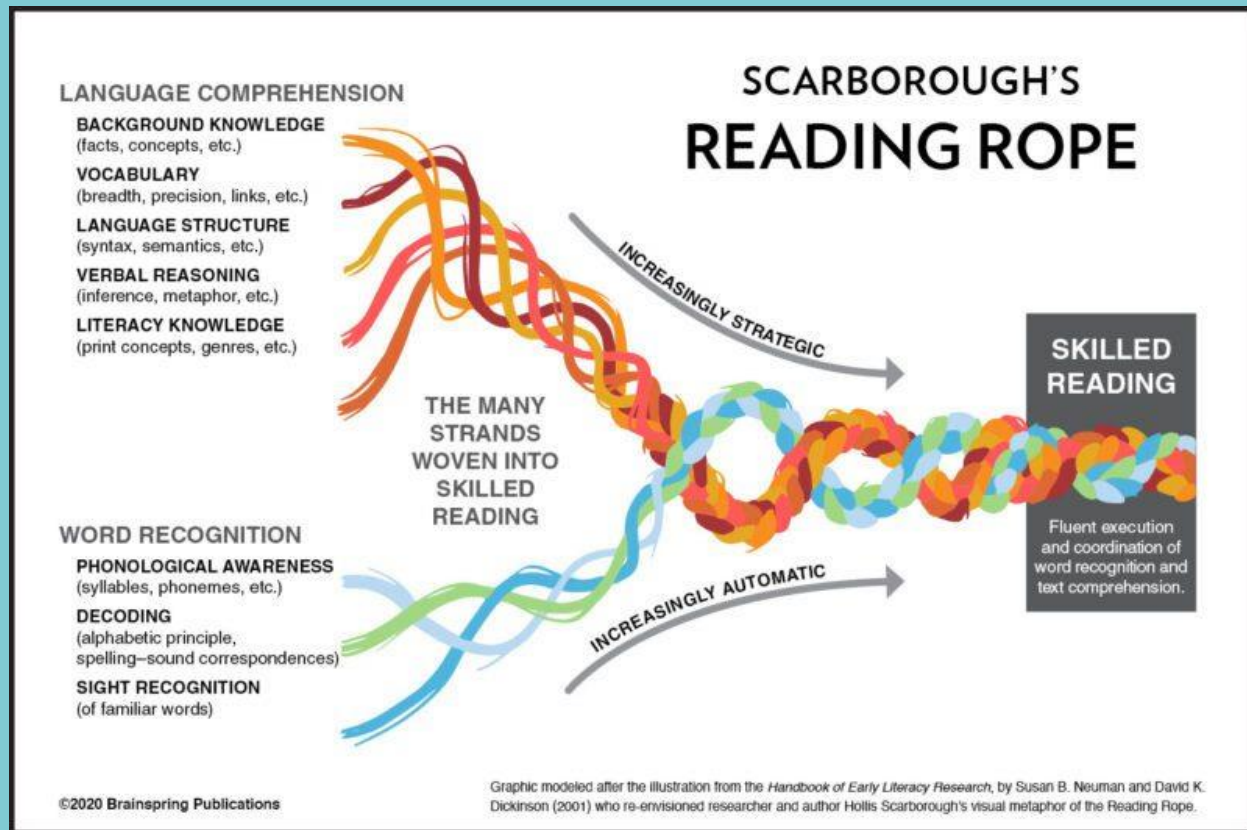
ELAL

(English Language Arts and Literature)

What is Structured Literacy?

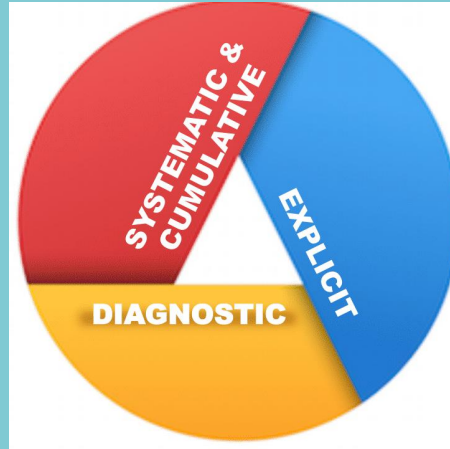


The Scarborough Reading Rope Model



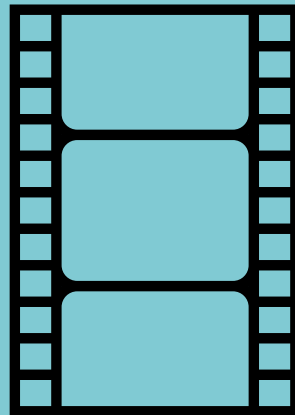
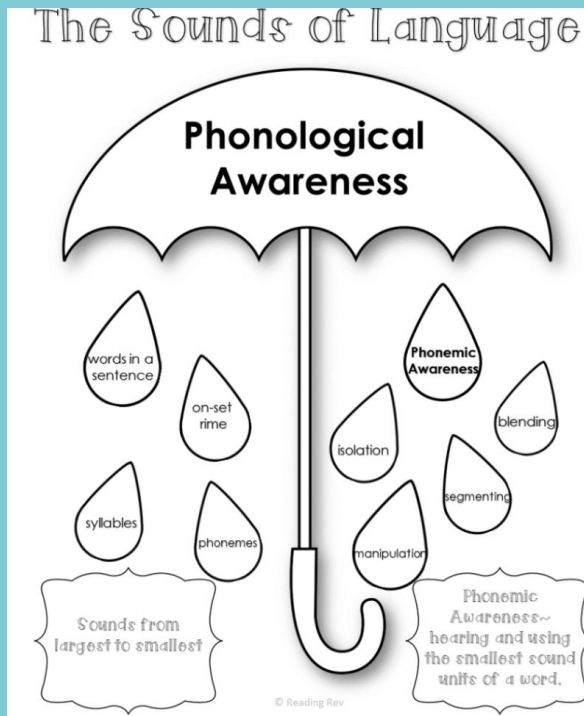
What is Structured Literacy?

- evidence based approach to reading instruction

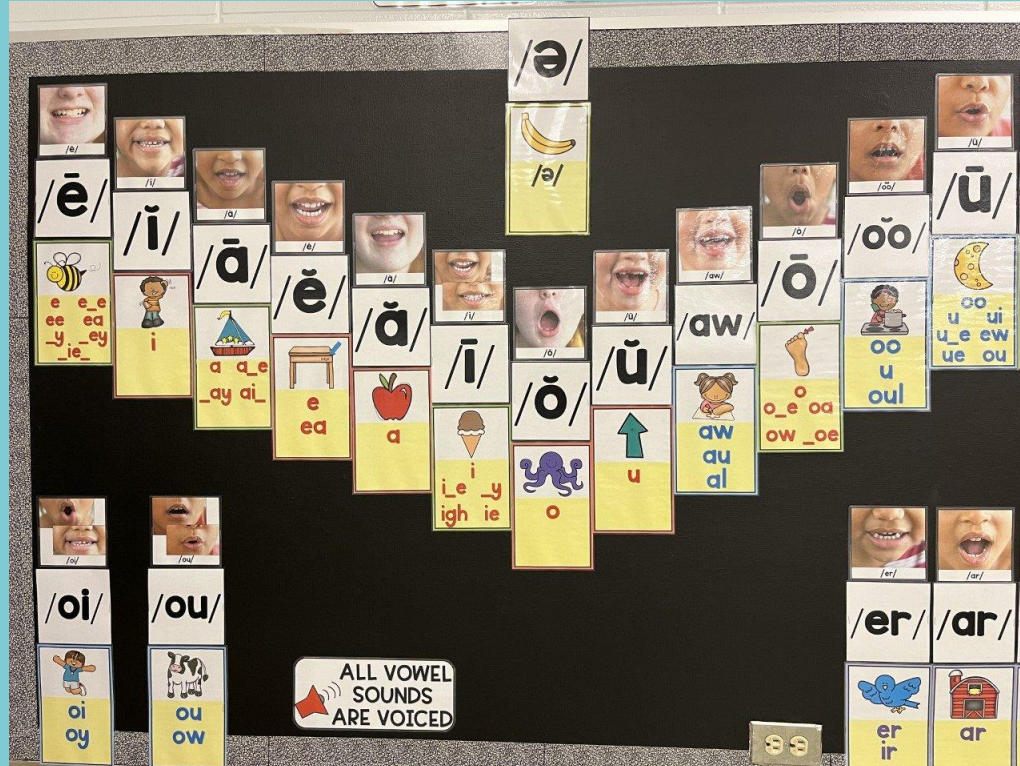


- beneficial for all students
- integrates listening, speaking, reading, and writing

Structured Literacy Elements - Phonology



Structured Literacy Elements – Sound – Symbol Association



Structured Literacy Elements – Sound – Symbol Association

Wingardium Leviosa



Structured Literacy Elements – Sound – Decodable Texts

Le graphème g dur



Les syllabes

ga	gran	gu	go
glou	gre	gli	gro

Les mots

un ogre	un groupe	le tigre	elle regarde
grand	le goût	une grotte	des griffes
gris	un frigo	des légumes	je grimpe

Les phrases

Gaston le chaton gris joue avec un groupe de tigres à grandes griffes. Tout à coup, il crie: « Regarde le gros ogre qui galope à sa grotte.» L'ogre transporte un frigo sur son dos. «C'est bizarre!» dit Gaston. «C'est pour garder le bon goût de mes légumes,» répond le gros ogre. «Des légumes!» crie Gaston. Je n'aime pas du tout le goût des légumes, car je suis un chat carnivore!

Lesson 44: ck /k/



The Mud Track

Mack and Rick are at the mud track. The pals see lots of trucks. The big truck gets stuck in the mud. The small truck goes fast on the track. Mack and Rick clap.

Mack goes to the snack stand to grab a pack of gum. At the snack stand, he sees his pals, Beck and Nick. Rick sees the pack at the snack stand and yells, "Get back, quick!".

The pals run back to the track. A truck ran into a stack of bricks! The pack yells and jumps. "The mud track is the best," says Mack.

Box or highlight "ck" in each word.

Circle the capital letters.

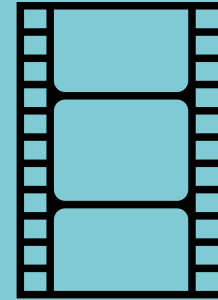
Underline the word that means friends.

What happened to the big truck?

What did Mack grab at the snack stand?

Structured Literacy Elements – Multi-sensory spelling

1. Dis le mot tigre	2. Compte chaque son du mot. Utilise tes doigts pour compter chaque son que tu entends.				
3. Planifie le mot. Place un jeton dans une boîte pour chaque son que tu entends.					
3. Écris chaque son du mot. Écris les lettres pour chaque son. Écris un son dans chaque boîte.	t	i	g	r	e
5. Écris le mot	tigre				



Structured Literacy Elements – Heart words



Home Practice

New Concept and Sample Words

a_e

make
cape
fade
plate
skate
shade

New Irregular Words

who
❤️❤️

Word Work Chains

1. make → lake → cake → bake
2. name → same → came → game

Sample Word Work Chain Script

make → lake → cake → bake

1. Make the word **make**. [spelling]
2. Change the **m** to **l**. What word is this? [reading]
3. Change **lake** to **cake**. [spelling]
4. Change the **c** to **b**. What word is this? [reading]

Sentences

1. Who will be at the lake?
2. Blake was late to the game.

have



Mots réguliers

1.	m	a	r	ch	e	✓
2.	b	l	an	ch	e	✓
3.	b	ou	ch	e	✓	

Mots coeurs

1. est ✓
2. et ✓
3. _____

Phrase

Le cheval marché
avec le chaton dans le
champ.



What is morphology?



Morphology Terms

- **Phoneme:** smallest unit of sound, for example, /k/ is the first phoneme in the word "cat"



- **Grapheme:** smallest written sound, for example, cat or thing

- **Morpheme:** smallest unit of meaning, for example, the prefix **de-** means *remove* or *undo*

Morphology is the study of the structure of words and their meaning.

Words are made up of **morphemes**



Each morpheme has meaning



negates the word
it is attached to

become seen

turns verbs into
nouns

the act of becoming hidden

Morphology in the classroom

base word

agree

add prefix dis-

disagree

add suffix -ment

disagreement

remove prefix dis-

agreement

change base word

treatment

add prefix mis-

mistreatment

To have the same opinion as someone else.

What is the meaning of the base word in the chain?

How does the meaning change as you add or change affixes?

Most common prefixes and suffixes

Common Prefixes

Prefix	Definition	Example
anti-	against	anticlimax
de-	opposite	devalue
dis-	not; opposite of	discover
en-, em-	cause to	enact, empower
fore-	before; front of	foreshadow, forearm
In-, im-	in	income, impulse
in-, im-, il-, ir-	not	indirect, immoral, illiterate, irreverent
inter-	between; among	interrupt
mid-	middle	midfield
mis-	wrongly	misspell
non-	not	nonviolent
over-	over; too much	overeat
pre-	before	preview
re-	again	rewrite
semi-	half; partly; not fully	semifinal
sub-	Under	subway
super-	above; beyond	superhuman
trans-	across	transmit
un-	not; opposite of	unusual
under-	under; too little	underestimate

Common Suffixes

Suffix	Definition	Example
-able, -ible	is; can be	affordable, sensible
-al, -ial	having characteristics of	universal, facial
-ed	past tense verbs; adjectives	the dog walked, the walked dog
-en	made of	golden
-er, -or	one who; person connected with	teacher, professor
-er	more	taller
-est	the most	tallest
-ful	full of	helpful
-ic	having characteristics of	poetic
-ing	verb forms; present participles	sleeping
-ion, -tion, -ation, -ition	act; process	submission, motion, Relation, edition
-ity, -ty	state of	activity, society
-ive, -ative, -itive	adjective form of noun	active, comparative, sensitive
-less	without	hopeless
-ly	how something is	lovely
-ment	state of being; act of	contentment
-ness	state of; condition of	openness
-ous, -eous, -ious	having qualities of	riotous, courageous, gracious
-s, -es	more than one	trains, trenches
-y	characterized by	gloomy

La morphologie en classe



Growing Vocabulary



Vocabulary

Structured literacy

Explicit teaching of systematic word identification
and decoding strategies



Evidence-based
elements

+



Evidence-based
teaching principles

=



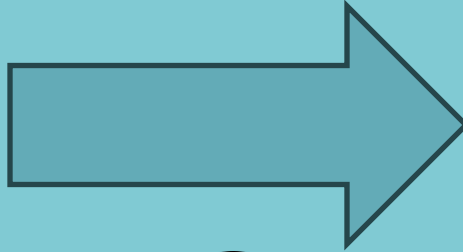
Effective reading
instruction

Source: © 2016 Cowen for International Dyslexia Association
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The Importance of Vocabulary Instruction

Extensive Vocabulary
Knowledge



Thorough Reading
Comprehension



Effective Vocabulary Instruction

- Must be explicit
- Must include multiple practice opportunities
- Should be taught across all subject areas



Vocabulary Instruction in the Classroom

- Pre-teaching important vocabulary across subjects
- Labelling drawings with appropriate vocabulary
- Creating sentences (orally or on paper) using the target words



Vocabulary Instruction in the Classroom

- Opportunities for morphemic analysis

struct

Origin: Latin
Meaning: To build

Prefixes	Root	Suffixes
re ob in de con	struct	s ing ed er ive ion ure able

Write all the words you can make from the root above



Vocabulary Instruction in the Classroom

- Books, books, books!



Even Jocks Can Read

cbe.ab.ca

Physical Education and Wellness Planning Template

GRADE

Organizing Idea:

CBE Resources

[Instructional Design Template \(IDT\)](#)

[Designing High Quality Summative Assessments](#)

Learning Outcome		
KUSPs		
Report Card Stem	- Demonstrates and refines movement and active living skills - Demonstrates skills to support the well-being of self and others	
Teaching Practices	Task(s)	Assessment
- Direct Instruction - Personalized System for Instruction - Cooperative Learning - Sport Education - Peer Teaching - Inquiry Teaching - Teaching Games for Understanding - Teaching Personal and Social Responsibility - Models-Based Practice	Literacy and Numeracy Progressions	
	Literacy Progressions	
	Numeracy Progressions	
	Resources	

boks ENTRAÎNEMENT



A₁ B₁ C₁

Choisissez un mot et effectuez les activités correspondantes pour chaque lettre du mot.



- | | |
|---------------------------------------|--|
| A 10 sauts avec écart | N 10 fentes |
| B 20 redressements assis | O 5 burpees |
| C 15 flexions des jambes | P 15 ascensions de la montagne |
| D 5 tractions | Q 30 redressements assis |
| E 30 secondes de planche | R 10 fentes marchées |
| F 10 burpees | S 15 tractions |
| G 20 pompes verticales (dips) | T 10 Superhuman |
| H 20 flexions des jambes | U 30 fentes |
| I 10 coups de pied de l'âne | V 10 sauts avec écart |
| J 15 redressements assis | W 20 sauts de lapin |
| K 10 tractions | X 25 genoux élevés |
| L 5 sauts en levant les genoux | Y 15 secondes de planche |
| M 20 genoux élevés | Z 20 sauts en reprenant la position de la planche |

ENFANT ACTIF = ENFANT ATTENTIF

WWW.BOKSKIDS.CA

D O D G E B A L L



Diversity in books



“ When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part. ”

Dr Rudine Sims Bishop



Mirrors, Windows, and Sliding Glass Doors



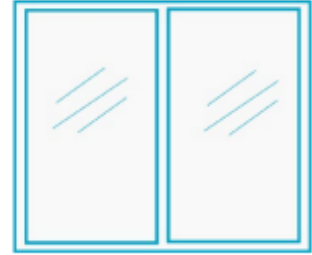
Mirrors

Children can see themselves and their own experiences reflected in the book.



Windows

Children can learn through the book about other people, places, things, and experiences.



Sliding glass doors

Children can enter into the “book world” through their imagination.



Building Diverse Libraries

WHAT BOOKS DO YOU HAVE AT HOME?

@chalkacademy

WINDOW BOOKS

let us see & learn new perspectives.

Many stories are both windows & mirrors, showing us how we fit in the larger world.

MIRROR BOOKS

remind us of ourselves & our families.

BILINGUAL PARENTING TIPS | CHALKACADEMY.COM

Thinking Critically About Our Library



GENDER/GENDER ROLES
Are the main characters mostly boys or girls?
How are they portrayed?

RACE/ETHNICITY
Are the main characters people of color?
How are they portrayed?

SOCIAL CLASS
Are the main characters from the Middle Class or another class?

FAMILY STRUCTURE
Are there different types of family structures represented?

COMMUNITY
Are there books set in different types of communities?

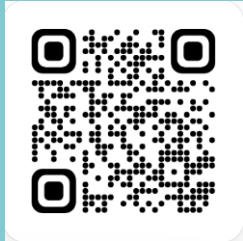
ABILITY
Are there characters who are differently abled? How are they portrayed?

NATIONALITY/LANGUAGE
Are there characters who are from other countries, or who speak a language other than English?

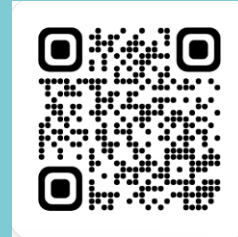
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Finding Diverse Books

@maistorybooklibrary



@thekidlitmama



Supporting Students at Home



Ideas to Support Students with Literacy at Home



Reading → **Writing**



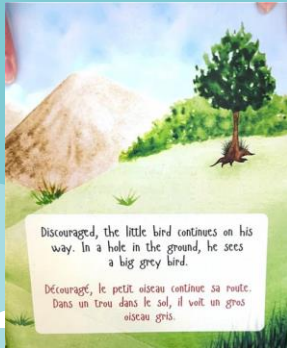
Oral Language

- Students need a strong language comprehension background to read and understand.
- Use new and interesting words in natural conversations. Introducing a new word in context helps children learn what it means.
- Use synonyms for typical words, like saying “That scaly snake is enormous!” instead of “That is big!”
- Talk with your child and encourage them to talk. Keep the conversation going by asking questions, making comments, and inviting your child to think and share their ideas.



Reading – Books

- Have books that are of interest to you child accessible. Physical books, graphic novels, magazines, eBooks, audiobooks
- Bilingual books: the child can read the French side and the parent can read the English side or the other home language
- Pick a book your child is interested in, take out two copies from the library, alternate reading one chapter in French and the other in your home language



Reading – Thinking Aloud

- Read to your child, read with your child and listen to your child read
- Can be in French or in the language you are the most comfortable in
- Talking about what is read makes thinking about what we are reading a habit! (Ways to talk about books)
- Explain new vocabulary



Reading – Decoding

Play word games to understand that words are made up of sounds and that letters represent sounds

- Listen to and make rhymes
- Clap syllables
- Segment words
- Make up alliterations

When your child is stuck on a word, be a reading coach

Resist the temptation to jump in and pronounce it for them

- Encourage them to use strategies to sound out the word
- Encourage your child to touch and say each sound in the word
- Blend the word
- Longer word? Look at each syllable, base words, prefixes and suffixes
- Check to see if it makes sense



Stratégies de lecture

Gauche
Commence à la gauche du mot.

Saute à chaque grèphème
s au t er

Glisse les sons ensemble pour lire le mot.

Coupe le mot en syllabes
bu che

Trouve la base
Sépare le mot de base et le grèphème/suffixe.

Reis la phrase.
Est-ce logique?
Y a-t-il des mots que tu ne connais pas?

ADAPTÉ PAR ALEX-ANDRÉE MADORE
PSYCHOLOGUE
WWW.CHILDPSYCHOLOGY.NORTH.COM

Writing – Spelling

1. Play word games

- Stickman
- Word ladders
- Bananagrams
- Scrabble Jr.
- Boggle

2. Looks at patterns in words

- Point out that some words are similar. Talk about how *hop* is similar to *top*, *cop*, and *mop*.

3. When your child is stuck on a word, be a spelling coach

- **Resist the temptation to jump in and spell it for them**
- Say a word and have your children repeat the word. Then have them write the letters that match the sounds in the word

4. If you do practice spelling at home make it fun by writing words with different materials

STAGES OF SPELLING DEVELOPMENT	
PRECOMMUNICATIVE	LR2BTN
SEMIPHONETIC	I LK DG (I like dogs)
PHONETIC	I lik dagz (I like dogs)
TRANSITIONAL	I liek dogz (I like dogs)
CONVENTIONAL	I like dogs

THE CLASSROOM KEY



Writing



1. Start with books!

- Builds the understanding of a story structure
- Develop your child's vocabulary (quantity and quality)
- Expose your child to different sentence structures
- Triggers imagination and creativity

2. Start with pictures!

- Draw a picture
- Label the picture
- Write or tell a story about the picture

3. Model writing! How do we use writing everyday?

- Shopping lists
- Postcards
- Invitations



**Thank you so much
for joining us!**



Supporting Students at Home



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