

WESTGATE PARENT LITERACY NIGHT

JANUARY 26TH, 2023

WELCOME EVERYONE!

Let's get into a Literacy Mindset!

How many words can you find with these letters?

C Y R L A D

Example: card

Add your examples to the chat!

INTRODUCTIONS AND AGENDA

- Welcome from Administration
- Introductions
- Why we do this work
- The Neurolinguistic Approach
- Structured Literacy
- Supporting students at home

CALGARY BOARD OF EDUCATION THREE YEAR EDUCATION PLAN:

LEARNING EXCELLENCE – 1 OF THE 4 GOALS

LITERACY IS A KEY OUTCOME OF THIS GOAL

Alberta Education (2017) defines literacy as “the ability, confidence, and willingness to engage with language to acquire, construct, and communicate meaning in all aspects of daily living” (p. 1)

School Development Goal – Students’ ability to speak and read in French will improve.

Strategies: Professional learning, collaboration, rubric creation, Neurolinguistic Approach

CALGARY BOARD OF EDUCATION THREE YEAR EDUCATION PLAN: LITERACY STRATEGY

Students need the confidence and habits of mind to acquire, create, connect, and communicate information in a variety of contexts, going beyond the basic skills of reading and writing (Alberta Regional Consortia, 2017).



- Two cats are having a swimming race.
- One is called "One two three", the other "Un deux trois"
Which one won?
- "One two three" because "Un deux trois" cat sank



Vision and Shared Beliefs

Our Vision: Each CBE student will develop the necessary literacy skills to thrive in life, work and continued learning.

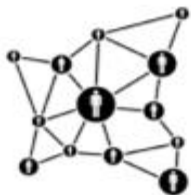
Our Beliefs:



**Literacy is a
lifelong
process.**



**Each learner is
capable of success
and requires rich
literacy learning
across contexts.**



**Literacy is a
social practice.**



**Literacy is a shared
responsibility.**

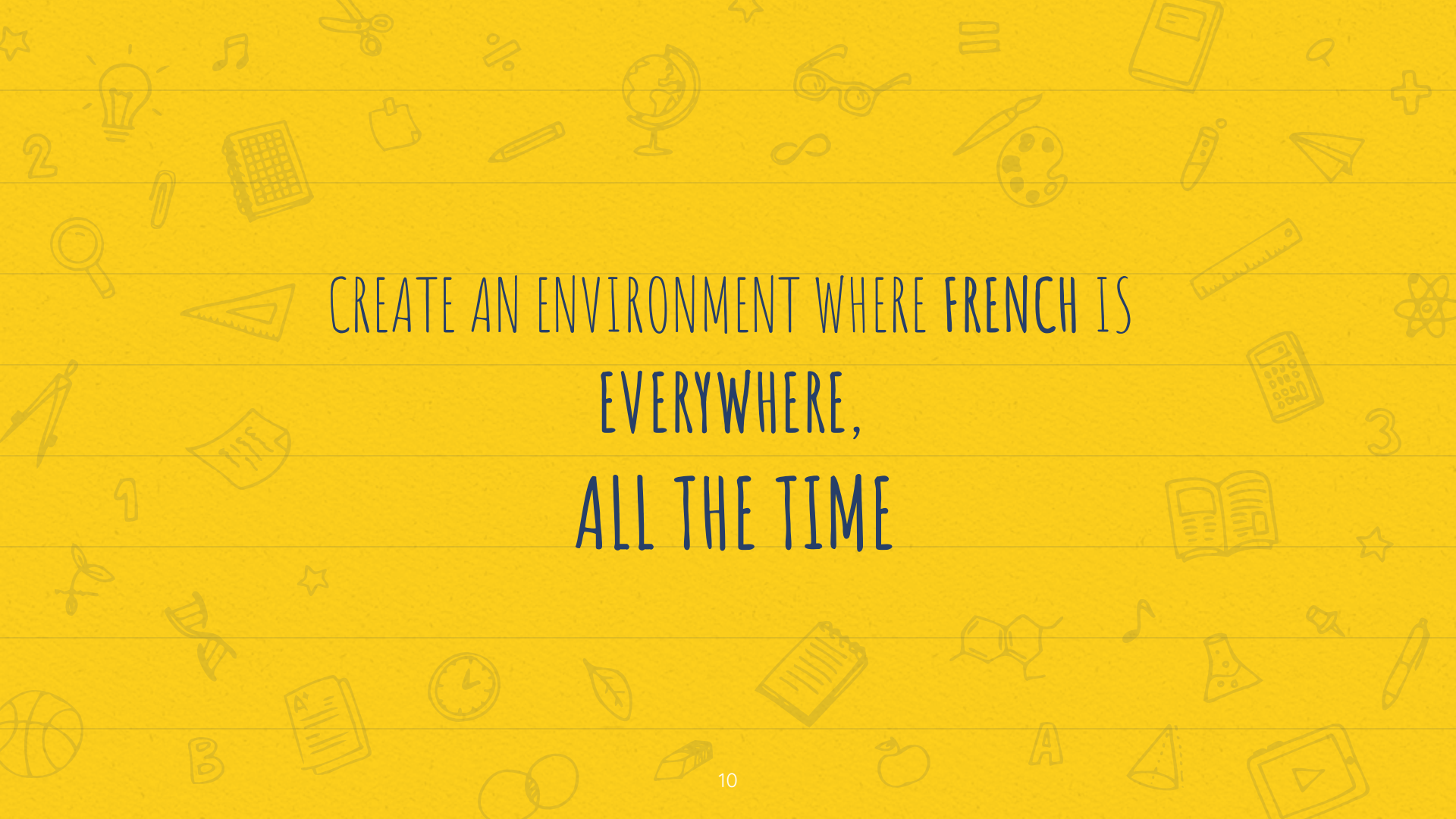


L'Optimisme.com

@etsionsouriait

Une petite pensée pour les anglophones
qui apprennent le français....

QU'EST-CE QUE C'EST QUE CETTE CHOSE-LÀ ?
WHAT IS THIS THAT THIS IS THAT THIS THING THERE

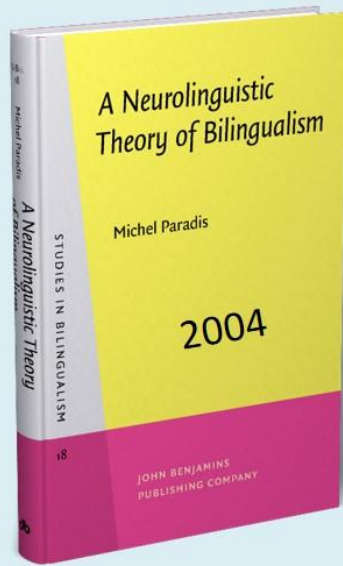


CREATE AN ENVIRONMENT WHERE FRENCH IS
EVERYWHERE,
ALL THE TIME

THE NEUROLINGUISTIC APPROACH (NLA)

WHAT IS IT?

- x A 'paradigm' (*new approach to teaching and learning*) by Claude Germain and Joan Netten, for creating the necessary conditions in the classroom to teach and learn spontaneous communication in the second language.



Michel Paradis

McGill University and Institute of Cognitive Sciences
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THE RESEARCH

- X Students in second-language programs do not develop the **implicit competence**, “*the ability to use a second language spontaneously*”
- X and the **explicit knowledge**, “*a conscious awareness of how the language works, grammar rules, and vocabulary*” that results in the **ability to communicate with fluency and accuracy**.

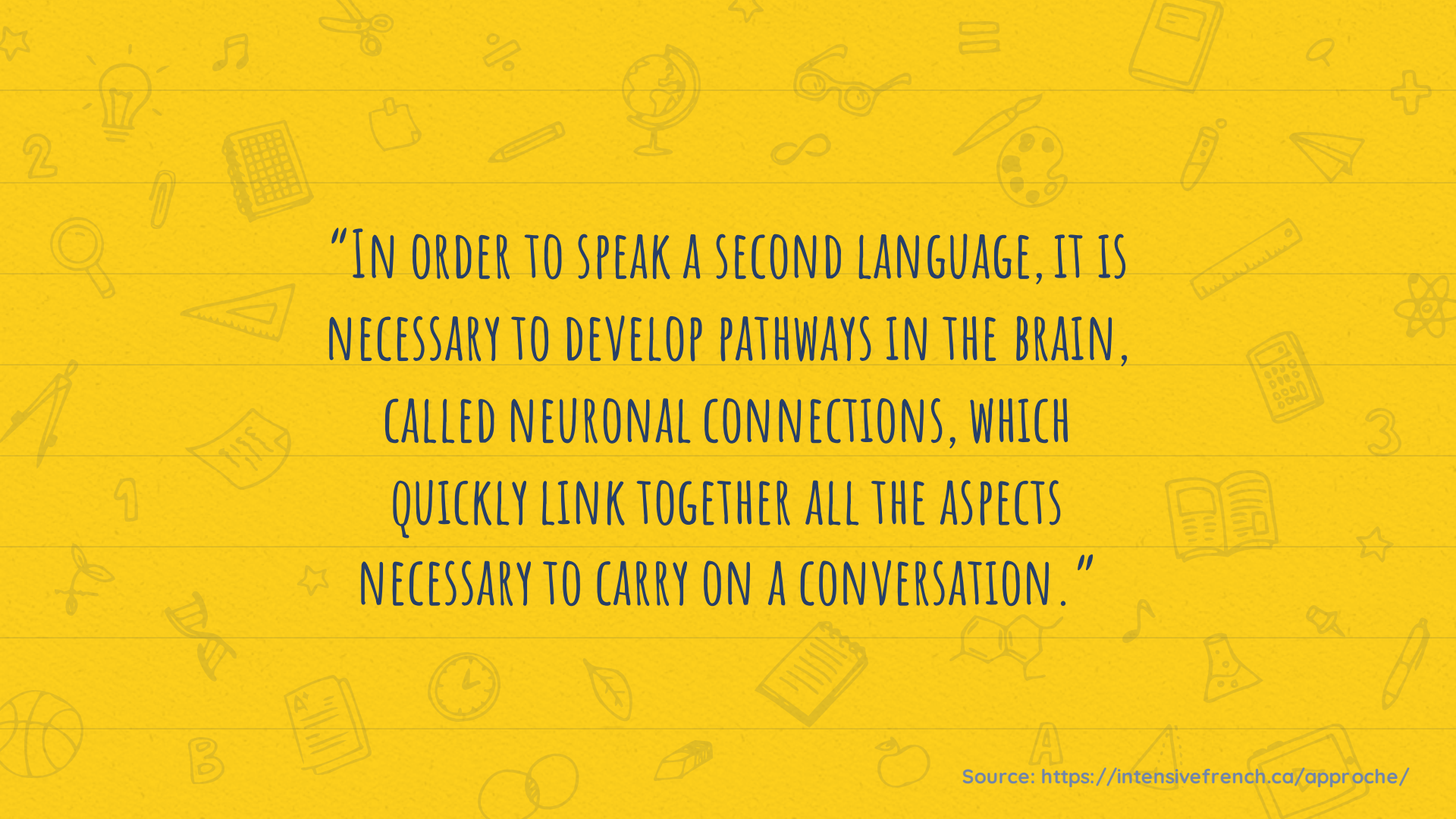
Netten & Germain, 2012



NLA- THE PRINCIPLES

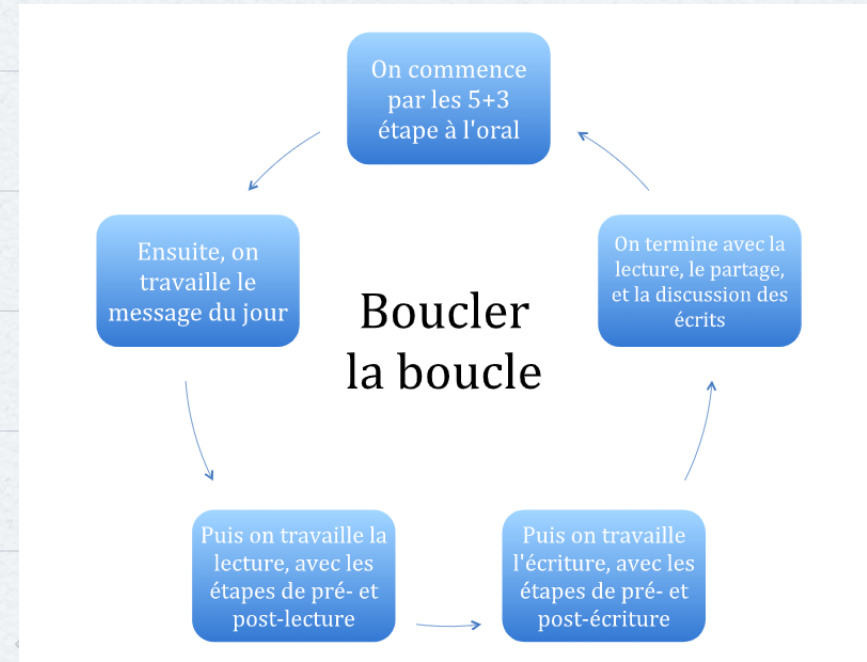
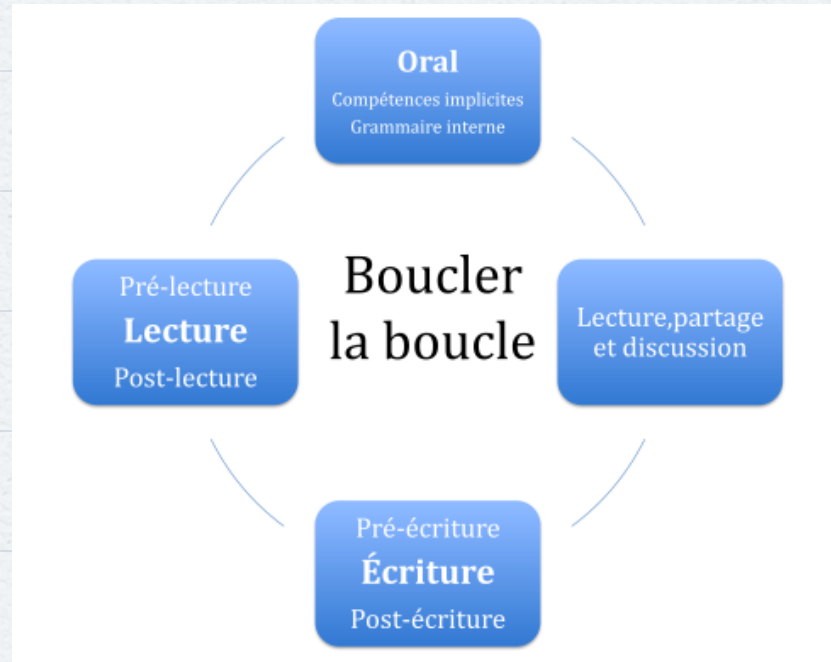
1. Acquisition of internal grammar (i.e., an implicit competence, such as that which children acquire in their dominant language).
2. Teaching according to a literacy-based perspective (where literacy is understood as the ability to use a language to communicate, whether it be through words, symbols, illustrations, or other types of representation).
3. Teaching according to a project-based approach (to favour the learner's cognitive involvement).
4. Authenticity (process based on student experiences).
5. Interactive teaching strategies (to motivate students by providing authentic scenarios for communicating; one learns by doing, and one becomes a speaker by using a language).

Source: <https://www.caslt.org/en/in-the-classroom/nla/>



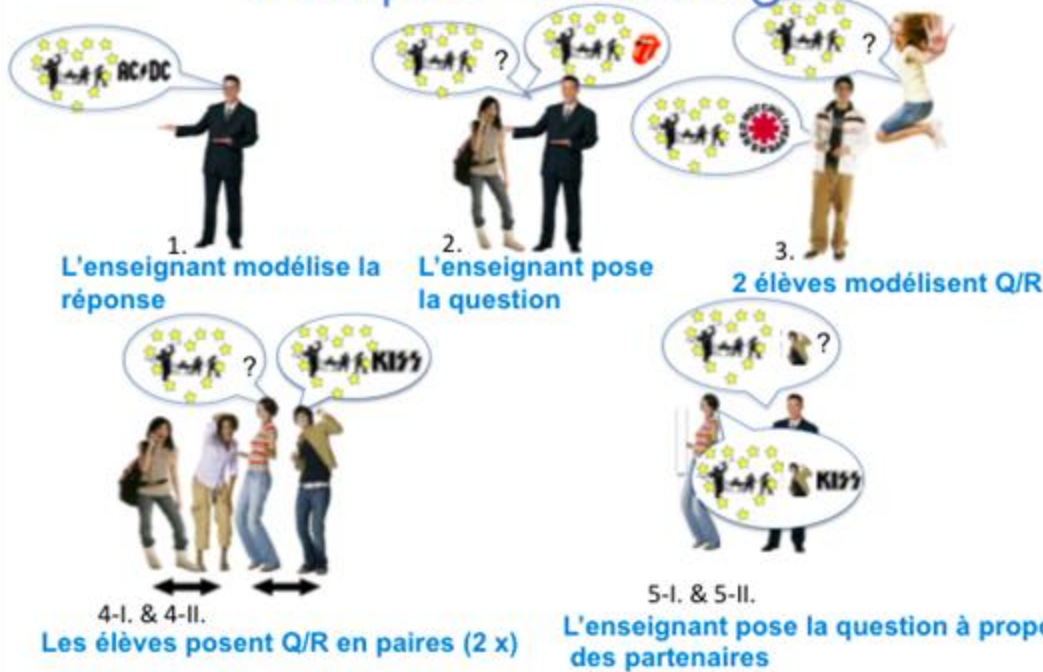
"IN ORDER TO SPEAK A SECOND LANGUAGE, IT IS
NECESSARY TO DEVELOP PATHWAYS IN THE BRAIN,
CALLED NEURONAL CONNECTIONS, WHICH
QUICKLY LINK TOGETHER ALL THE ASPECTS
NECESSARY TO CARRY ON A CONVERSATION."

NEUROLINGUISTIC APPROACH - A BRIEF OVERVIEW



THE ORAL LANGUAGE STAGE

La communication orale 5 étapes + 3 stratégies



6. P fait toujours produire des phrases complètes (pour l'aisance)

7. P corrige toujours les erreurs et fait utiliser la phrase corrigée (pour la précision)

8. À l'occasion, P questionne un élève sans qu'il s'y attende (pour stimuler l'écoute, pour avoir une conversation plus naturelle et pour faire réutiliser la langue).

EXTENDING ORAL LANGUAGE TO READING AND WRITING

READING:

- X 1. Contextualization
- X 2. Predictions
- X 3. First reading: teacher reads story or passage without interruption, ask questions to verify comprehension, re-read story sentence by sentence – students repeat chorally, re-visit the predictions
- X 4. Second reading: ask questions to review text, students read aloud in small groups, teacher shows one sound and how it's spelled, students find other examples in the text
- X 5. Third reading: ask questions to review text, students read story aloud individually, teacher highlights one language structure, discuss, students find other examples in text

MESSAGE OF THE DAY – MESSAGE DU JOUR

- x Re-use vocabulary presented orally
- x Complete sentences
- x Authentic, personal model of language use
- x Use the message to indicate **sound-letter correspondences**
- x Use the message to highlight **grammar points** (for example, how plurals work . . . patterns that will arise when students start to write)

- when students start to write)

MESSAGE DU JOUR IN GRADE 2

Un message du jour en 2e année

Contexte: Les élèves repèrent les voyelles dans les mots du message du jour et se pratiquent à lire le message du jour.

Message du jour:

À l'école, je suis un bon ami et je fais le bon choix.

les voyelles:

a e i o u
y

MESSAGE DU JOUR IN GRADE 6

Un message du jour en 6e année

Contexte: Les élèves sont en train de travailler un texte d'opinion. Nous avons fait la boucle orale en utilisant les structures de phrases utiles pour exprimer notre opinion (À mon avis, Selon moi, Je crois que, etc) et les marqueurs de relation. Nous consolidons aussi la prononciation des verbes qui se terminent en '-ent'. Voici une partie du texte:

Selon moi, les élèves **devraient** porter des uniformes à l'école. Premièrement, si tout le monde s'habille de la même façon, il n'y aura pas besoin d'un code vestimentaire.

Deuxièmement, c'est beaucoup plus facile pour les parents chaque matin parce que les jeunes **savent** déjà ce qu'ils **devraient** porter. En lisant ma lettre, j'espère que tu seras en accord avec ma position. Les uniformes sont nécessaires à chaque école.

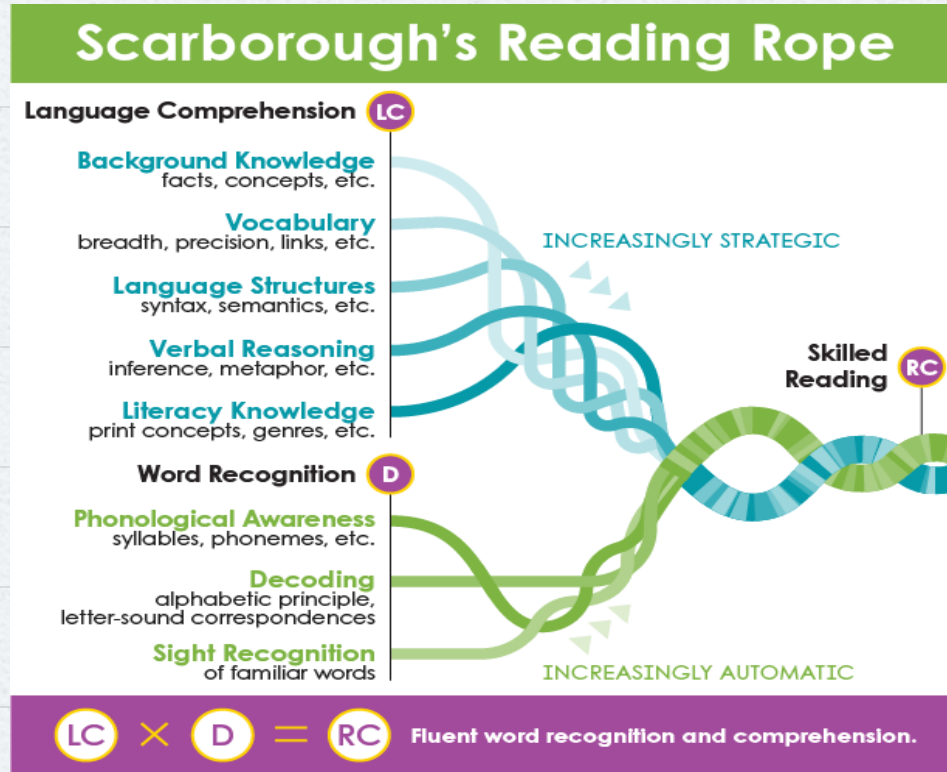
A vibrant, hand-drawn illustration of various school and science subjects surrounding the central text "STRUCTURED LITERACY". The background is a deep blue with a subtle grid pattern. The central text is in a large, white, rounded, sans-serif font. Surrounding the text are numerous colorful, hand-drawn icons representing different fields of study: mathematics (globe, compass, ruler, protractor, calculator, numbers 1, 2, 3, infinity symbol, percent sign, equals sign, plus sign, minus sign), science (microscope, test tube, beaker, atom, DNA helix, leaf, apple, planet), art (paint palette, pencil, paper airplane, star, lightbulb), music (musical notes, guitar), and general education (book, magnifying glass, paperclip, paper, clock, Venn diagram, pie chart, video player icon, letter A and B). The icons are drawn in a simple, sketchy style with various colors like yellow, green, orange, and pink.

WHAT IS THE SCIENCE OF READING?

- comprehensive body of research
- deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development
- evidence-based best practice approach for teaching foundational literacy skills called Structured Literacy.

Reference: What is the Science of Reading? (2021, January 14). IMSE Journal. <https://journal.imse.com/what-is-the-science-of-reading/>

WHAT DO SKILLED READERS NEED TO HAVE?



This interpretation of the Reading Rope incorporates Gough & Tunmer's (1986) Simple View of Reading.

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

THE SIMPLE VIEW OF READING



Hoover, W.A., Gough, P.B. (1990). The simple view of reading. *Read and Writing*, **2**, 127-160.



KEY TERMS

Phonological Awareness

The ability to hear and manipulate the spoken parts of words and sentences.

Word Awareness

Rhyme

Syllable

Onset - Rime

Phonemic Awareness

The ability to work with the individual sound or phoneme in spoken words.



PHONEMIC AWARENESS IN THE CLASSROOM

Compétence		Enlever le premier phonème					
Instructions		Prof: Dites (b)eau Élèves: beau Prof: Dites (b)eau mais ne dites pas /b/ Élèves: eau					
Pratique 1		Pratique 2		Pratique 3		Pratique 4	
(c)as	as	(g)outte	août	(b)oeuf	oeuf	(v)ille	il
(m)ille	il	(j)us	eu	(l)ent	en	(j)oine	oine
(l)une	une	(b)eau	eau	(ch)at	a	(m)ange	ange
(n)euf	oeuf	(r)oi	oine	(d)it	y	(l)es	et
(d)ans	en	(n)ous	ou	(p)ois	oine	(r)at	a
(m)ot	au	(c)orps	or	(s)a	à	(b)elle	elle
(l)à	a	(qu)el	elle	(g)out	ou	(j)eu	eux
(f)uite	huit	(j)'ai	et	(m)anche	hanche	(c)ourse	ours
(ch)aud	au	(p)ie	y	(r)end	en	(g)èle	elle
(p)oux	ou	(d)u	eu	(c)elle	elle	(t)ache	hache

PHONICS

What is “phonics” then? How do all of these things connect to help my child learn how to read?

When students are connecting phonemes (sounds) to graphemes (letter sequences that signify sounds), they are learning phonics! They are learning to wire their brain for reading (decoding) and writing (encoding).

Here's an example with a French phoneme:

The phoneme /e/ can have many graphemes such as **é, ai, er, ez** and **ef. (there are more!)**

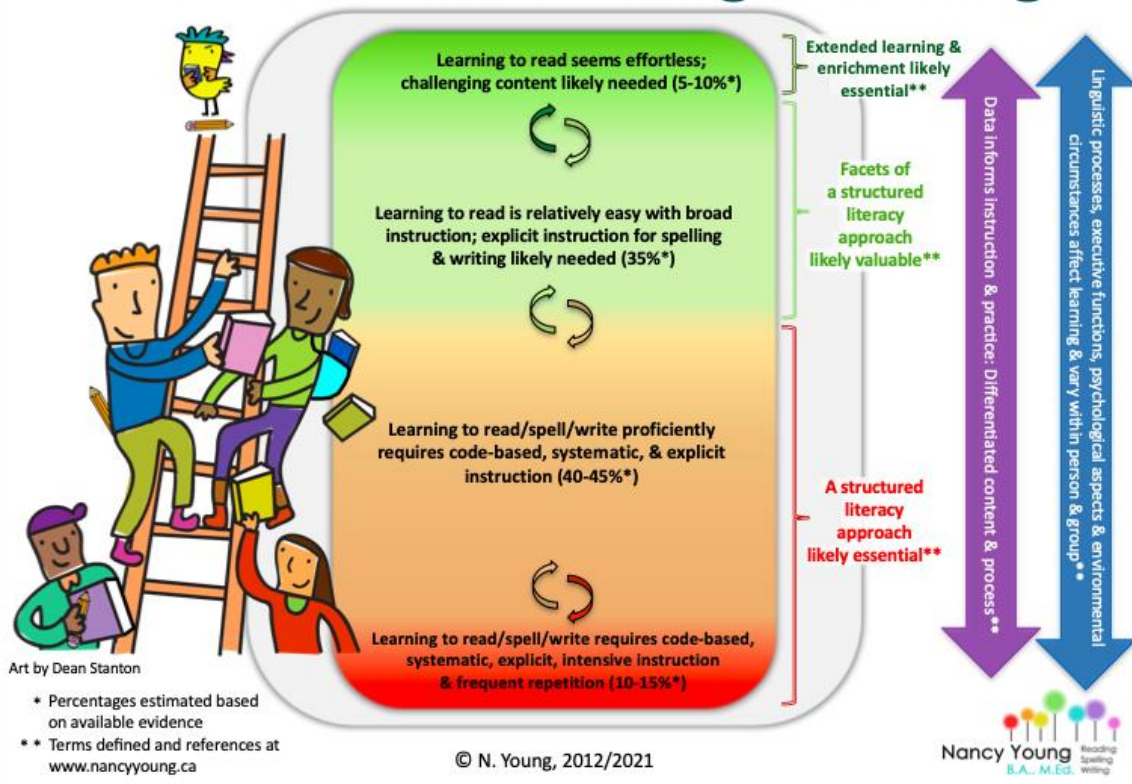
WHAT WE KNOW

- Teaching whole word memorization is limited, and learning phonics empowers students with an exponential effect.
 - If a child memorizes ten words, then the child can read ten words. But, if the child can learn the sounds of ten letters, the child can read...
 - 350 three-sound words
 - 4,320 four-sound words
 - 21,650 five-sound words

- The SoR also found that, to become skilled readers, children must develop:
 - Phonemic awareness
 - Phonics skills
 - The ability to read words in text in an accurate and fluent manner (fluency)
 - The ability to apply comprehension strategies consciously and deliberately as they read (reading comprehension)
- They also found that many difficulties learning to read were caused by inadequate **phonemic awareness** and that systematic and explicit instruction in phonemic awareness directly caused improvements in children's reading and spelling skills.

THE LADDER OF READING AND WRITING

The Ladder of Reading & Writing





SUPPORTING STUDENTS AT HOME

“Children are made readers on the laps of their parents.”

— Emilie Buchwald

IDEAS TO SUPPORT STUDENTS WITH LITERACY AT HOME

Reading → Writing



Oral
Language

IDEAS TO SUPPORT STUDENTS WITH LITERACY AT HOME

1. Talk, Talk, Talk!

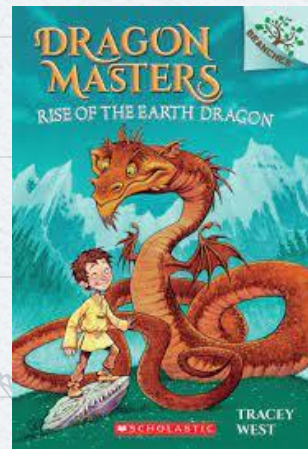
- Students need a strong language comprehension background to read and understand.
- Use new and interesting words in natural conversations. Introducing a new word in context helps children learn what it means.
- Use synonyms for typical words, like saying “That scaly snake is enormous!” instead of “That 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.



IDEAS TO SUPPORT STUDENTS WITH READING AT HOME

1. Books, Books, 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



IDEAS TO SUPPORT STUDENTS WITH READING AT HOME

2. Read and think aloud every day!

- 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!
- Explain new vocabulary

Written language, including the language found in children's books, is far more sophisticated and complex than is spoken language, even that of college educated adults" (Cunningham & Zibulsky, 2013; Allington, 2012; Hayes, 1988).

- Ways to talk about books
 - I wonder why...
 - If the character...
 - I wonder what will happen next...
 - What if they...
 - Why did they...
 - I like this author because...
 - This story is similar to/different than ____.
 - My favorite part was ____ because...
 - This character/story/setting reminds me of ____
 - because
 - Discuss how English and French are similar and/or how they are different



IDEAS TO SUPPORT STUDENTS WITH DECODING

1. 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

2. 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



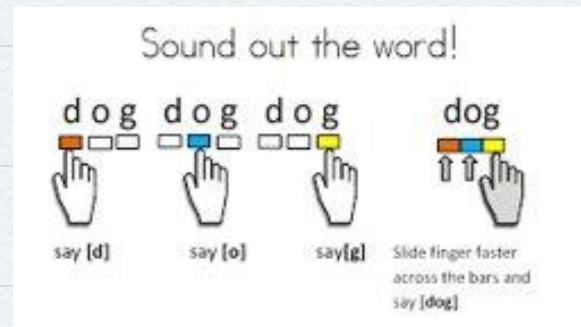
IDEAS TO SUPPORT STUDENTS WITH ENCODING

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IDEAS TO SUPPORT STUDENTS WITH ENCODING (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

IDEAS TO SUPPORT STUDENTS WITH ENCODING (SPELLING)

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

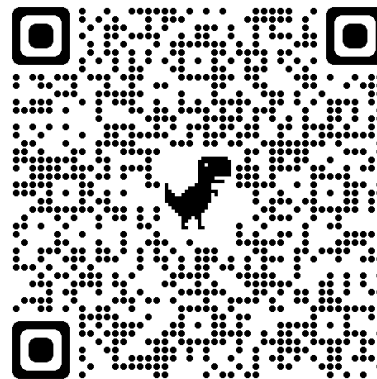
3. Model writing! How do we use writing everyday?

- Shopping lists
- Postcards
- Invitations



THANK YOU!

Open this QR code to
access a document
with ideas on how to
support your child with
reading and writing at
home.



WORKS CITED

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