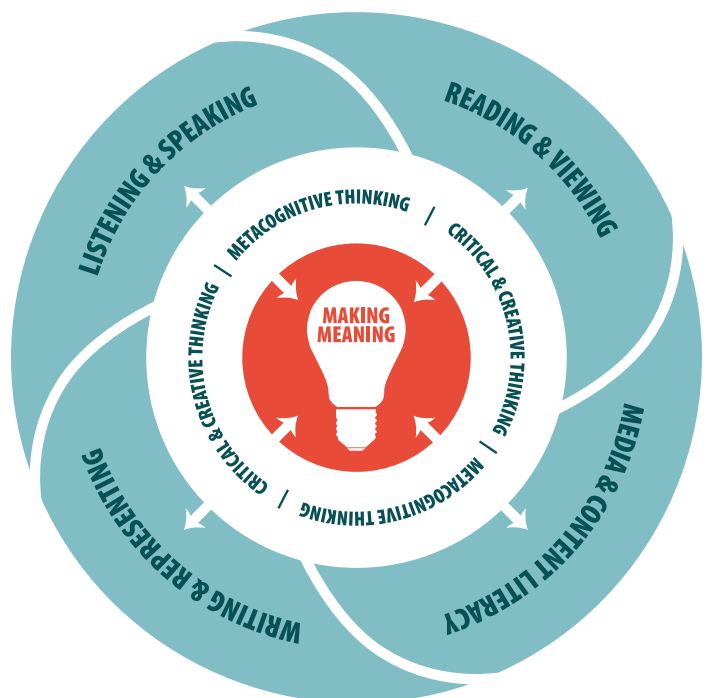# SCHOOL DISTRICT

9

NECHAKO
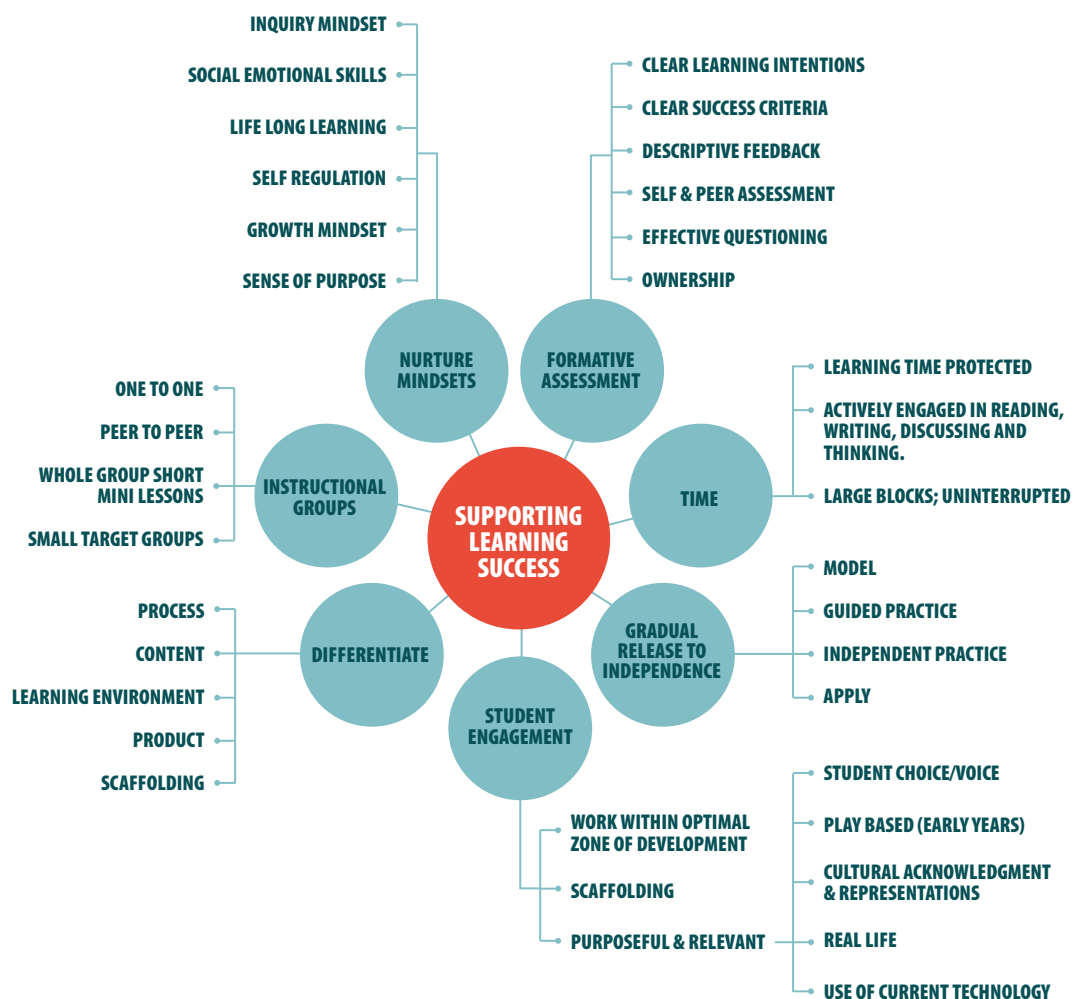## LAKES

Literacy
Framework

The purpose of this framework is to guide decision making, professional learning, instruction and support for literacy across the school district so all learners experience success

Integrated Literacy is about making meaning and developing student proficiency in both receptive and expressive aspects of literacy throughout disciplines.

Foundational instruction for effective learning

INQUIRY MINDSET

SOCIAL EMOTIONAL SKILLS

LIFE LONG LEARNING

SELF REGULATION

GROWTH MINDSET

SENSE OF PURPOSE

CLEAR LEARNING INTENTIONS

CLEAR SUCCESS CRITERIA

DESCRIPTIVE FEEDBACK

SELF & PEER ASSESSMENT

EFFECTIVE QUESTIONING

OWNERSHIP

NURTURE MINDSETS

FORMATIVE ASSESSMENT

ONE TO ONE

PEER TO PEER

WHOLE GROUP SHORT MINI LESSONS

SMALL TARGET GROUPS

INSTRUCTIONAL GROUPS

SUPPORTING LEARNING SUCCESS

TIME

LEARNING TIME PROTECTED

ACTIVELY ENGAGED IN READING, WRITING, DISCUSSING AND THINKING.

LARGE BLOCKS; UNINTERRUPTED

PROCESS

CONTENT

LEARNING ENVIRONMENT

PRODUCT

SCAFFOLDING

DIFFERENTIATE

GRADUAL RELEASE TO INDEPENDENCE

MODEL

GUIDED PRACTICE

INDEPENDENT PRACTICE

APPLY

STUDENT ENGAGEMENT

WORK WITHIN OPTIMAL ZONE OF DEVELOPMENT

SCAFFOLDING

PURPOSEFUL & RELEVANT

STUDENT CHOICE/VOICE

PLAY BASED (EARLY YEARS)

CULTURAL ACKNOWLEDGMENT & REPRESENTATIONS

REAL LIFE

USE OF CURRENT TECHNOLOGY

ZONE OF PROXIMAL DEVELOPMENT
Learning requires patience and time
- Know where your students are and meet them there (reading & writing skills).
- Learner-focused integration of content-driven curriculum.

STUDENT CHOICE/VOICE
- Critical for cultivating engagement, ownership and LOVE of learning.

GRADUAL RELEASE TO INDEPENDENCE
- Model: I do, you watch.
- Guided Practice: you do, I help.

- Independent Practice: you do, I watch.
- Apply: you do on your own.

FORMATIVE ASSESSMENT (AFL)
- Learning Intentions clearly understood
- Co-Created Criteria for Success / Student ownership of learning.
- Engaging, effective, creative classroom discussions, questions, and learning tasks that elicit evidence of learning.
- Descriptive Constructive Feedback that moves learning forward.
- Self-Assessment, Peer Assessment using descriptive language and criteria for success.

- Activating Learners as Learning Resources for one another.

NURTURING MINDSETS
- Growth Mindset (My thinking can lead to actions that help me to learn, improve, & change weaknesses into strengths) vs. Fixed Mindset (I am good at some things and weak at others).
- Both the teacher and the student need to operate from a growth mindset.

SD91 Literacy commitment

Within our district:

- Literacy is foundational to success for each learner in every course.

- Every teacher/principal attends to the literacy needs of each learner.

- All educators integrate literacy development.

- We infuse our literacy work with Aboriginal culture and content in ways that honour First Peoples Principles of Learning.

- We utilize common assessments to effectively assess and monitor learner and cohort development over time.

- We use a collaborative learning structure as a method of inquiring into improving literacy learning for each educator and learner.

- We utilize available and/or allocated funding and personnel for improving literacy supports.

- We use resources that incorporate technology, ensure engagement, and that are current and accessible to learners' developmental levels.

In School District 91 Integrated literacy is:

- Content area subjects as vehicles for literacy (taught during the literacy block). Literacy skills are infused in the content areas.

- Life-wide learning that goes beyond reading and writing and includes communication and expressive language skills, as well as interpreting information, and articulating understanding clearly.

- Integrated in all our activities, in all classes, K-12.

- Aboriginal culture and content is embedded in ways that honour the First Peoples Principals of Learning.

- Taught, assessed and nurtured in all classes e.g. PE, Woodwork, grade 5 social studies.

Integrated Literacy in SD91

Literacy development is fostered through meaningful and purposeful activities that develop proficiency in comprehending and expressing meaning.

READING

WRITING

LISTENING

SPEAKING

WORD-SOLVING
(Meaning | Structure | Visual cueing)

VOCABULARY
(General | Academic | Technical)

SPELLING
(Grapho-phonic relationships)

BACKGROUND KNOWLEDGE | BACKGROUND KNOWLEDGE | BACKGROUND KNOWLEDGE | BACKGROUND KNOWLEDGE

MAKING MEANING

- Visualizing
- Connecting
- Predicting
- Determining Importance
- Use text features (Reading)
- Inferring
- Questioning
- Self-Monitoring
- Synthesize

- Purpose-Audience
- Ideas-meaning
- Form-Organization
- Word Choice
- Voice
- Sentence Fluency
- Conventions
- Techniques

Appendix

INTEGRATED LITERACY
- Content area subjects are used as vehicles for literacy (taught during the literacy block). Literacy skills are infused in the content areas.

ORAL LANGUAGE
- Structured talk (A-B Partner, small group, Think/Pair/Share).
- Listening skills.
- Oral practice before writing.
- Teacher Think Alouds.
- Student Think Alouds.
- Formal Oral Language Presentations.
- Student oral presentations that teach an idea or a concept to peers.

DAILY READING-WRITING COMPONENTS
- Modelled Reading/Writing (Read Aloud).
- Shared Reading/Writing.
- Guided Reading/Writing.
- Independent Reading/Writing.
- Vocabulary Building/Word Study.

EXPLICIT INSTRUCTION OF STRATEGIES & SKILLS
- Reading Fiction & Nonfiction: (variety of genres):
  - Comprehension (e.g. questioning, connecting, determining importance, inferring, text feature study).
  - Word Solving (e.g. balanced use of cueing systems, deconstructing words, word-spotting, looking for key words).
- Writing Fiction & Nonfiction: (variety of genres):
  - Aspects: meaning, style, form, conventions:
    - e.g voice, organization, word choice, ideas.
  - Word Study (vocabulary & spelling development).

REAL-LIFE, PURPOSEFUL & EARLY YEARS PLAY BASED INSTRUCTIONAL ACTIVITIES
Structured playful opportunities for learning curriculum, social skills, oral language skills embedded in a real life context:
- Intermediate/middle/high school relevant, real life, inquiry based, job oriented, embedded media tools.
- Weaving story, drama, filmmaking throughout the instruction and presentation of student learning with teacher observing & coaching.
- Primary learning-based play centres with teacher observing/coaching learning.

ASSESSMENT TOOLS
Formal Classroom:
- K assessment fall/spring.
- Gr 1 & 2 PM Benchmarks ongoing & required spring.
- Gr. 3-9 & 10 RAD or DART.

Informal Classroom
- Reflection/Self-assessment about learning by students (debriefing) using criteria developed with students & exemplars to guide their thinking.
- Ongoing use of BC Performance Standards and other learning continuums/rubrics as criteria for success to move learning forward (kid friendly language).

Intervention
When out of level testing is required:
- DRA.
- PM Benchmarks.
- K Assessment.